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ABSTRACT

Divided into three parts, this resource guide offers assistance--to those just beginning to implement new federal and state programs, as well as to those already involved in other information and advisement activities--in building statewide networks of services available at local levels to help individuals make educational and occupational choices. Part I, "Planning a Statewide Network of Education Information and Advisement Services," includes chapters on network rationale, planning, and determining needs and services. Part II, "Developing Educational Advisement and Information Services," contains chapters on network service approaches, providing information to network clients, and designing, providing, and staffing local services. Part III covers the organization, funding, and evaluation of network services. Highlighted in the handbook are 20 resource lists of people, institutions, publications, and ideas that present, among other information, names of consultants, funding ideas, where to get technical assistance, useful newsletters, and a directory of state planning designers for education information centers. (JD)

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Educational Information and Advisement Services: A Resource Guide for Creating Local Services and Building Statewide Networks

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FOREWORD

Most individuals need assistance from time to time in making important decisions, particularly those relating to education and careers. "When and where should I enter postsecondary education?" "What are my career interests?" "What are my job prospects?" Yet between the aspirations of prospective learners and the increasing number of educational providers lies a thicket of obstacles to their getting together. Information about educational and career options is often not accessible, and even when available its quality (accuracy, timeliness, and relevance), may be quite poor. In addition, it is often not accompanied by the support services (assessment, advisement, counseling, referral, and advocacy) necessary to assist individuals in making choices and taking appropriate action.

Our own agencies have supported and encouraged efforts to improve choices about educational and career options: the Office of Education's Talent Search and Educational Opportunities Centers' programs: the Fund for the Improvement of Postsecondary Education's educational brokering centers and college prospectuses; and the National Institute of Education's career awareness and career planning materials. From these activities we have learned that the need for information and advisement is vitally important to growing numbers of individuals. We have learned to think more broadly about interrelationships among the range of information and advisement services. Finally, we now understand that some effective ways to improve choice do exist, and we think that this expertise can be shared with others.

This was the context in which we came together last Spring to consider the preparation of a handbook which would offer guidance to those just beginning to implement new Federal and State programs as well as to those already engaged in other information and advisement activities. Our basic task was to find individuals to develop such a document. Fortunately, the availability of Paul Franklin made that task easy. From experiences in minority education and client outreach, Franklin became involved in developing the first statewide, computer-based, occupational and educational information delivery system (in Oregon). He has since worked with a number of other states initiating similar systems. To assist him in the conception, resource gathering, and writing of this handbook, he convened 15 of the most knowledgeable individuals in the country to advise and work with him. We are impressed with both the effort and the results of this collaboration between Franklin and his colleagues.

We want to highlight here three aspects of the handbook which seem particularly important to us. The first is its cooperative sponsorship by three Federal agencies. This is significant not because of its rarity, but because cooperation at all governmental levels constitutes the heart of this handbook. With the large number of distinct programs now supporting information and advisement activities, considerable cooperative ingenuity will be required at all levels so that when the services reach individual clients they are integrated and optimally useful.

The second important aspect of this document is the way in which it presents the relationship between vision and practice. The underlying vision is of an interrelated set of services available at local levels to help individuals make educational and occupational choices: giving information about educational and occupational choices, helping individuals to clarify career and life plans, diagnosing individual learning needs and potential, advising about educational goals, linking individuals with available learning resources, and advocating on behalf of prospective learners. In this vision, individuals are empowered, not made dependent, by these services; and their aspirations become more attainable. The combinations of services which essentially outline this vision constitute the center of this handbook, Part II.

Reaching for visions requires a practical strategy, however, and much of this book suggests one: the building of state-wide networks which link a variety of both information and advisement services. Though the several services described in this handbook have by now been tested in a range of settings; comprehensive, coordinated networks do not yet exist at either local or state levels. This network concept offers the promise of comprehensive services beyond the capability of any one organization and the hope of mutual financial support. Though clearly a means and not an end, the building of such networks seems to be a realistic way to carry us beyond the limits of current practice.

Third, and perhaps most significantly, this is a resource book. We and its authors believe that the articulation of a broad vision and strategy justifies the text of considerable length, but our greatest expectations are for the resource lists. Contained in those lists are not capital resources, but the real resources needed for improvement -- people, institutions, and ideas. We urge you to take advantage of them by writing or calling directly those who seem to have the most to offer at a given moment.

We hope that several types of people will read this **Guide**. Indeed, the possibility that different audiences might find a single document useful was one principal, early hope. We expect planners and practitioners to seek guidance here, since

we expect both groups to participate in the development of more interrelated systems. Similarly, we expect both the fairly small number of individuals working on statewide activities and the large number of direct services deliverers at more local levels to cooperate in linking existing services and providing new ones. Consequently both should find this of assistance.

Russell Y. Garth, Fund for the Improvement of Postsecondary Education

David D. Johnson, Office of Education

Robert I. Wise, National Institute of Education

October 1978

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ACKNOWLEDGEMENTS

As I sit ready to pay thanks to all of those who contributed to the development in this **Guide**, I cannot help but ruminate over the past six months. The pleasures and frustrations of sitting day after day and attempting to blend the experiences of friends and colleagues into a meaningful **Guide** are becoming clear. The pleasures are in having worked with so many good people and, I must admit, in finally completing the task. The frustration is not knowing for sure that all of the various points of view that motivated this Guide and which it is to reflect really come through.

Some 35 people from all over the country, representing a variety of professions, have played a hand in the **Guide's** development. We started by bringing together 24 people in Washington, D.C. last May. Successful practitioners in community-based counseling and advisement organizations, developers of information systems, and federal agency personnel worked together for two days to develop a conceptual frame and much of the content for this **Guide**. Maurice Birch, Evelyn Ganzglass, Rusty Garth, Dave Johnson, Ray Lewis, Monte Perez, Barry Stern, Carol Stoel and Bob Wise were the federal representatives who attended and made major contributions. Seth Brunner, Jim Heffernan, Bill Hilton, Marion Howard, Nathan John, Mary Kinnick, Jean Kordalewski, Merritt Long, Dick Manley, Don Mayall, Marge Pacer, Catherine Rolzinski, Paul Spell, Al Swinerton and Carmen Thompson came from across the country and brought their special expertise and orientations to the conference and worked hard at identifying the issues that had to be tackled and at developing much of the **Guide's** content. The common denominator of those who attended was a belief that it was time to share experiences in providing people-oriented information and advisement services. And, to a great extent, the material in this **Guide** results from the commitment and efforts of those who attended that Washington conference.

Jim Heffernan, Bill Hilton and Don Mayall took home the ponderings of that session and wrote it up. It goes without saying that the **Guide** would still be on the drawing board without their extra efforts. Especially I must thank Jim Heffernan who performed yeoman's duty throughout the development of the **Guide**. He not only wrote the majority of the sections on local advising services but was also my friend when I was most in need. When I was sure that major points were lost, never to be found, he helped me focus. When the manuscript was really gargantauan, he voluntarily helped in cutting the fat from the lean.

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I thank Cathi Rodriques for shaping the Washington conference, pushing through mounds of paperwork and seeing the **Guide** through to its publication. Thanks, also, to Dick Batson for his front cover work and the hours it took him to select typefaces and paste up pages.

And, finally, a special thanks to Ray Lewis, Carol Stoel, Rusty Garth, Dave Johnson and Bob Wise who all saw the importance of putting on paper the experiences of those who helped fashion this **Guide**. Their commitment to people and to people-oriented services and their willingness to express that commitment through support of this **Guide** helps make the days when the fish were jumping but the typewriter beckoning all seem worthwhile.

PAUL L. FRANKLIN
Veneta, Oregon
October 1978

PART ONE

PLANNING A STATEWIDE NETWORK OF EDUCATIONAL INFORMATION AND ADVISEMENT SERVICES

CHAPTER I

THE RATIONALE FOR A STATEWIDE NETWORK OF SERVICES

> Our society offers a dazzling range of getting an education, each pretty much sufficient unto itself. Small wonder that what Harold Howe called our American 'non-system' of education appears formidable to many citizens.[1]

INTRODUCTION

Private citizens teaching everything from frisbee throwing to conversational Romanian . . . Libraries, churches, community centers and civic organizations . . . Labor unions, professional associations and employers . . . Community colleges, junior colleges, technical and vocational schools . . . Beauty, business, radio, real estate, truck driving and dog grooming schools . . . And, of course, colleges and universities. All of these and more are today's purveyors of education, collectively offering a panoply of learning opportunities to the American public.

The day when "education" and "school" were synonymous in America is long gone. Today, "education can mean anything from formal schooling for skills useful in the labor market to classes in yoga at the local community center. The educational "buzz words" of the late Seventies include non-traditional education, life-learning, learning without walls, external degrees, and informal learning opportunities. Collectively, these terms conjure up a broader vision of education than in the past -- both in terms of the scope of opportunities available and in terms of who are to be considered the legitimate providers of those opportunities.

If this looks like a buyer's market, then who is buying? The demand for education is changing, as Cross (1978) notes:

> . . . The shifting [upward] of the median age of the population has a projected impact on everything from baby foods to education for senior citizens. Then, too, the continuing concern of the nation for equal educational opportunity has identified age as a discriminating barrier to educational opportunity, and there is every indication that public policy will continue to press for the elimination of all discriminatory practices in education. Furthermore, the marketplace continues to require new knowledge and skills, and new job opportunities for women and ethnic minorities have sharply escalated the need for occupational and professional training.[2]

In short, the largely white, middle class 18-to-22 year olds who once enjoyed almost exclusive access to post-secondary education have been joined by whole new populations of would-be learners. Women, minorities, mid-career changers, and other former non-participants, encouraged in their educational aspirations by national policy, are entering the ranks of educational consumers in increasing numbers. At the same time, the declining proportion of traditional consumers in the population as a whole is forcing many schools and colleges to seek out these new clientele or face closing their doors.

Equal opportunity and market economics, then, are working to insure that educational doors are open to all comers. But these forces provide no guarantee that new clientele will enter or, if they do, stay. Societal or role restrictions, confused or low self-expectations and a variety of other situational and dispositional barriers still seriously impede the ability of many prospective consumers to take part in and profit from any of the array of post-secondary educational opportunities available.

Education's open door is not enough to draw in a woman told all her life that it's a "man's world." Guaranteed access won't help a migrant worker learn of educational opportunities open to him. Financial aid programs do not, in themselves, help a factory worker figure out how to train for a better position and still pay the bills.

To bring opportunity home to such persons, they must be **informed** on what is available. New clientele must be **advised** in selecting programs germane to their own lives. And they must be **guided** through the paper trail to the open door, and **taught** ways to succeed once they enter.

A starting point in meeting these needs is improving the information available about learning opportunities. There is an information gap: one of quality, not quantity. Everyone in the business of education is in the business of information as well. TV ads offer the testimonials of successful graduates from local proprietary schools. Newspaper, radio and magazine ads extol local and home correspondence training, the completion of which seems to guarantee successful entry into a chosen occupation. Libraries and guidance centers are choked with catalogs, handbooks and directories pumped out each year by colleges and universities. Grocery store and shopping center bulletins announce the availability of informal learning opportunities afforded by one local group or another.

Despite the mass of information available, its quality is questionable. The primary information providers have been the education providers themselves. These providers have not always been impartial and completely honest in their appraisals. There are, for example, more stringent standards for disclosing toothpaste ingredients than there are for what is in postsecondary education.

Thus, the utility of much of the information available is limited. There is little consistency beyond an institutional address. Rarely is information comparable across institutions or among similar programs within institutions. Some of the proffered information is full of inaccuracies or out-of-date; some is down-right dishonest.[3] Furthermore, seldom is information -- good or bad -- equally accessible to all prospective consumer groups.

Even if educational information was accurate, current, comparable and readily available, many prospective consumers would find it difficult to use effectively because of situational barriers, low self-expectations or poor information processing skills. For them, good information is not enough; there need also to be human resources -- counselors, brokers, advisors, learning consultants -- widely available to help them to process the information and to select and enter educational programs of their own choosing.[4]

THE EMERGING STATE OF THE ART

During the past decade, these problems have been addressed in a variety of ways. Community-based information and referral organizations have been established; librarians and other community agency personnel have emerged as career counselors; several metropolitan "learning net-works" have grown out of Ivan Illich's concept of "de-schooling"; efforts have been made to improve labor market data; some colleges have attempted to depict more accurately the character

of their educational process and outcomes; training programs for counselors have been conducted; and much consumer information has been put on computers.

In recent years, governmental activity has accelerated these efforts. The Career Information System sponsored by the Department of Labor established computer-based data banks and delivery systems within eight states (8-10 more will be added this year).

The 1976 Education Amendments created two new state level programs dealing with information services (Education Information Centers and State Occupational Information Coordinating Committees). These latter two programs received money for the first time in 1978. Taken together these initiatives shift the major governmental responsibility for information and advisement to the states.

All of these efforts recognize the need for better information and advisement services if a successful "match" is to be made between the educational consumer and learning opportunities. Yet, good as they are, these services are by no means available to all citizens. Federal funding, often for pilot and demonstration projects, is spread thinly and unevenly. Little effort has been made to coordinate services (a Talent Search agency may or may not make use of an available career information system), and there is evidence of overlap in some areas where services do exist.

The Federal initiative, however, with perhaps the greatest opportunity to attack these problems in a new and systematic way is the legislation, enacted in 1976, authorizing the establishment of Education Information Centers in each State.[5] It is this program that has stimulated the concept of a Statewide Network of Education Information and Advisement Services and prompted this **Guide** to its accomplishment. The developers of this **Guide** see the EIC program as the catalyst for advancing the concept of a Network of coordinated and comprehensive services, with the capacity to bring about effective "matches" between all prospective educational consumers and the providers of learning opportunities.

WHAT IS THE EIC PROGRAM?

The basic emphasis of the EIC legislation is to encourage states to develop their own strategies to provide what is lacking: the assurance that people in all areas of a state have **access** to educational **out-reach**, **guidance**, **counseling**, and **information** services.

An Education Information Center is defined in the regulations as "an institution or agency, or combination of institutions or agencies, organized to provide educational information, guidance, counseling, and referral services" for a specific geographic area. The area served must not be "greater than that which will afford all persons within the area reasonable access to the services of he Center."[6]

Services that "must" be provided are as follows:

1. Information and talent search services designed to seek out and encourage participation in full-time and part-time post-secondary education or training of persons who could benefit from such education or training if it were not for cultural or financial barriers, physical handicap, deficiencies in secondary education, or lack of information about available programs or financial assistance.

2. Provide information and referral services with regard to:

-- Post-secondary education and training programs available at the institutions within the area and the procedures that are to be followed to apply for admission to the program(s) and the requirements that must be met to be accepted for admission to the program(s).

-- Federal, state, and other financial assistance to the individual, including information on procedures to be followed and persons to be contacted in applying for such assistance.

-- Assistance available within the area and persons to contact for job placement or for gaining admission to post-secondary institutions offering programs designed to prepare persons for careers, retraining, upgrading of skills, or general continuing education.

-- Competency-based opportunities, including information on available programs and persons to contact in the area that can test the persons' competencies for the purpose of gaining certification, receiving degree related credit, or advanced placement in post-secondary education programs.

-- Guidance and counseling services available within the area which are designed to assist persons to identify post-secondary education or training opportunities which are appropriate to individual's needs and career plans, including part-time opportunities for those working full-time.

-- Remedial or tutorial instruction available within the area designed to prepare persons for post-secondary education or training programs.[7]

States choosing to participate in the EIC program must submit plans, indicating, among other things, "the manner in which the State will monitor the accuracy and timeliness of the information being disseminated."[8] As will be seen, that stipulation encourages, if it does not require, that the State seek to improve the accuracy and overall quality of information on post-secondary educational opportunities within its borders. That could also mean helping to develop better information about occupational and career opportunities that exist in the State, including what training is appropriate for which careers.

States must also include plans for "surveying the State to identify those organizations and agencies which already provide comparable information, referral and guidance services . . ." and for coordinating EIC activities "with the activities of those agencies and organizations."[9]

It is clear from these provisions that States must do more than simply assure access to information on post-secondary educational opportunities. EIC services must be coordinated with existing information and advisement services. Linkages must be developed with providers of remedial and tutorial instruction and with competency-based learning opportunities, so that persons served by EIC's have access to those opportunities. The reference to part-time, as well as full-time post-secondary educational opportunities suggests the broadest definition of post-secondary education -- including both formal and non-formal learning opportunities. In the final analysis, however, it is learner needs, not the scope of the federal EIC regulations that argue for broad-based, client-centered and coordinated services. As Cross (1978) notes in describing the needs of underserved adults -- a large target group of the EIC initiative:

> Any approach . . . has to be multi-dimensional. There is not even the luxury of solving one problem at a time. Providing information and financial aid won't help if the learning programs are not appropriate to their needs. Providing attractive learning options won't help unless people know about them and outmoded images of 'school' are changed. Improved images won't help if child-care and costs remain problems, and so it goes.[10]

EIC: A RESPONSE TO NON-COORDINATION

The Education Information Center initiative recognizes the failure of the present array of educational information and advisement services to meet the needs of many potential consumers. This failure appears to be rooted, at least in part, in the non-coordinated "every man for himself" nature of present efforts -- a condition for which some explanation is in order. Several factors seem to explain if not promote this lack of coordination. Among them are:

- Post-secondary education in the United States has evolved from a parochial rather than a national base. No master plan underlies our profusion of colleges and universities, public and private. Each institution is guided in some measure by its own sense of tradition and mission. Collectively, they furnish much of the information and advisement services now available; individually, they gear these services to competitive rather than cooperative ends.

- Educators remain divided on the proper relationship between school and work. Those imbued with the liberal arts tradition emphasize the inherent values of learning; those with a vocational orientation argue the need for a direct economic payoff. This split, which is reflected among and within educational institutions, adds to the difficulties of would-be learners in securing impartial and realistic information and advisement services.

- Cost-conscious state legislatures have begun to impose a degree of coordination on public colleges and universities, in order to cut down on duplication of programs and facilities, making coordination a priority of the times.

However, as of yet, there have been few, if any, State initiatives to impose coordination to strengthen the information and advisement services available to educational consumers. Nor has there been much effort to coordinate the various Federal initiatives in this field, each of which stems from a separate Congressional authorization and appropriation.

The EIC legislation, however, gives new emphasis to coordination of services. Properly utilized and implemented, the EIC program can provide the impetus for the development of a Statewide Network of Educational Information and Advisement Services whose hallmarks are broad cooperation in providing quality, client-centered and widely accessible services.

Ideally, a Statewide Network of Educational Information and Advisement Services will place a premium on coordination. For without coordination, there can be no Network; the catalytic opportunity afforded by the EIC legislation will pass us by and business will go on "as usual." Information and advisement services will remain fractionalized, qualitatively disparate, and unequally accessible to those who need them.

What, then, is meant by **coordination?** As commonly used, the term means "to harmonize in a common action or effort" and "to work together harmoniously." Effective coordination serves to minimize duplication and friction among participants and to maximize the productive use of their resources. The net result is to enhance the quality of the collective effort. A familiar example of such coordination is the United Way approach to fund raising by voluntary social service agencies.

As with United Way, the Network strategy demands a minimum of additional bureaucratic red tape while offering a maximization of resources. It does not demand that women's groups quit serving women. Rather, it does ask that they share ideas, cooperate with other service providers and share a common vision of service with Network colleagues.

It does not ask each Network affiliate to kick in dollars for the right to belong. But it does require a conscious understanding of and commitment to the goals of quality, impartiality and broadly accessible service. It demands that Network members not fight among themselves for scarce new resources. It asks that Network members cooperate in seeing new resources allocated to service needs not covered, even if it means that they themselves get no piece of the new pie.

It means cooperatively developing linkages with others who traditionally may have been nemeses, not allies. And it will require linking to referral points -- agencies that can provide service outside the purview of the Network but necessary to meet real needs of people.

At the same time, it is well to recognize that coordination has come to have a negative connotation in some quarters. To some, it suggests the imposition of standards and requirements that are costly to execute, yet promise little direct or immediate benefit to participants. And, in fact, many umbrellas hung -- in the name of coordination -- over those providing people-oriented information and advisement services have reinforced those perceptions.

Developing a coordinated, statewide Network without the negative connotations of coordination will require real incentives to participation (discussed in Chapter VII) and a determination to avoid the potential trappings of the "red tape" often associated with coordination. The EIC legislation

provides an unusual opportunity to overcome obstacles to coordination and achieve substantive improvements in services to would-be learners.

TOWARD THE STATEWIDE NETWORK

While the EIC authorization provides unusual opportunity for developing a coordinated service Network, the Congressional appropriation does not. The $2,000,000 Fiscal Year 1978 appropriation, in itself, may pose one of the greatest obstacles to forgoing successfully a comprehensive, coordinated Network of Educational Information and Advisement Services.

Initial allocations to states were $45,456. Coupled with the one-third state match required by law, the dollar resources for developing the Network are indeed small.

This modest initial outlay should not, however, obscure the larger picture. The provisions of the EIC law and regulations convey the image of a statewide network far broader in scope than is suggested by the term "Education Information Center". The concept of a "Statewide Network of Educational Information and Advisement Services" encompasses more fully the intent of the EIC program. Why? Because the Network concept is based upon **optimizing resources** through building on what exists; and **supplementing** through **coordinating** existing and newly developed information and advisement services so that all citizens are served.

In developing the Network so that services are within "reasonable distance" of all residents, some states will need to develop new counseling, information and referral centers where service gaps exist or where coordinated arrangements among existing agencies cannot be developed. On the other hand, some states may need to develop no new physical "centers" in order to establish a "full service" Network. That might be accomplished by forging arrangements among existing service agencies and by augmenting those resources with central support services, such as the implementation of a career information system.

Whatever the starting point, the "reasonable distance" rule affirms the consumer orientation of the EIC legislation. It was not designed to help colleges and universities to recruit students. "Providing information to all citizens," not "providing enrollments for all institutions," is its intent. Thus standards of impartiality and client-centeredness in the delivery of information and advisement services are implicit.

At the same time, Network planners need to be realistic if they are to build upon existing resources. Colleges and universities are understandably biased in behalf of their own

offerings; they should be involved in the Network, nevertheless, and encouraged to inform their clients of alternative educational opportunities. Agencies that now cater to the information and advisement needs of one or another defined group -- say women only, or disadvantaged urban youth -- need not open their doors to all comers to qualify as Network affiliates. To so require would probably necessitate another layer of bureaucracy red tape and "gatekeepers" between service providers and consumers, and negate the potential impact of the Network.

In sum, the EIC initiative presents a golden opportunity to extend truly equal educational opportunity to all citizens through a Statewide Network that builds upon existing resources. The cost effectiveness of this response to a chronic public need makes it especially timely now that the cost and effectiveness of all public services are coming under closer scrutiny.

CHAPTER II

PLANNING THE NETWORK: A STARTING POINT

> . . . the sites, the structures and the participants are many. The point is that the process must begin now; there is much to get into place. Early activity by the states may encourage Congress to provide adquate EIC funding, in view of demonstrated commitment.[1]

INTRODUCTION

Chances are that no two states will start in the same place in planning their Network of Educational Information and Advisement Services. The "Who", "What", "Why" and "Where" of planning can be attacked from several starting points. The chances are good that the finished product will vary considerably among states, as well. However, to qualify as a Statewide Network as conceived here, the effort must emerge as **coordinated, comprehensive, client-centered and impartial.**

The concept of a comprehensive service Network is based upon the active involvement -- in both planning and implementation -- of a wide variety of people with varying orientations. Standing between this ideal and its reality are several thorny questions that must be addressed. This chapter takes a look at some of those problems and suggests some solutions.

SOME PRINCIPLES FOR PLANNING

One good way to begin the process of planning is to develop a set of principles to guide the implementation and operation of the Network's services. The designated EIC agency in the State might well take the lead in developing these principles and then seek their endorsement as others get involved and as the Network takes shape. This is the process utilized by the Illinois State Scholarship Commission, the designated EIC agency for Illinois. A set of principles to guide planning and implementation of a Network in their state has been developed and ratified by others who will be involved. Other states may find these principles useful as a starting point for implementing a well-conceived Network. They are:

- An EIC system should have as broad a state coverage as possible, should not be set up in selected regions or only in urban areas

- Existing resources must be utilized; duplicative services should not be established.

- Planning must be done cooperatively to involve key segments -- of the higher education, guidance, and vocational planning communities.

- The funding needed to sustain EIC efforts must come from a variety of federal and state, governmental and non-governmental sources.

- A plan for evaluating the program should be included in the original design of the EIC network.

- The EIC plan should reflect a commitment to serve all residents, regardless of sex, age, race, level of income or area of residence.

- The EIC should not develop so as to: (1) channel clients in particular educational or career fields which are dictated by government or local educational officials; (2) make decisions for clients, rather than provide them with information they need to make their own judgments; or (3) issue comparative judgments as to the worth of one school[2] over the other, or one career choice over the other.

Note that the third item requires broad involvement in planning -- a concept integral to the notion of a coordinated, statewide service Network -- and one to which the developers of this Guide wholeheartedly subscribe.

Yet, it would be easier, to be sure, for states to follow the normal bureaucratic procedure and pull together a "development team" or "planning group" composed solely of state-level administrators to fashion the Network. However, there are cogent reasons for seeking, instead, the broadest possible involvement in the planning process. Among these are:

- The EIC regulations require "that, in the development of the State plan, the State has consulted with and asked for input from a variety of public and private agencies, organizations, institutions, and individuals, including potential consumers."[3]

- Coordination of existing services -- a primary reason for seeking a Network -- can scarcely be accomplished without the early and active collaboration of current service providers.

- Conversely, to exclude from the planning process these current providers and potential client groups could be to alienate those with the most to gain from a comprehensive Network.

- Any agency now furnishing educational information and/or advisement services has a vested interest in promoting the EIC service concept. Many of these agencies helped to lobby the legislation through Congress, and they have every right to be involved in planning.

- If it is to be effective, planning must draw broadly on the experience and knowledge of those already involved in the educational information and advisement fields.

Despite the advantages, there are several potential problems that may stand in the way of a broad and substantive planning body. Not the least of these problems is posed by one aspect of the planning process required by the EIC legislation. That is, Governors of states participating in the EIC program are required by the United States Office of Education to designate an agency -- and an individual within an agency -- to coordinate the planning and implementation processes. It would not be surprising for an agency so designated to believe that it also has been provided ownership rights for the whole EIC "show". That attitude is, of course, contrary to the spirit of coordination and cooperation upon which a Network is based.

If it does prevail, exceptional political acumen may have to be exercised by others who want and, in fact, should be involved in the planning and implementation processes. The EIC legislation, itself, with its requirement for input from a variety of sources, provides the justification for those with a vested interest in the EIC to take on any designated agency bent on singular development of the program. Exercising that prerogative is the appropriate process.

WHO SHOULD BE INVOLVED IN PLANNING?

There are a number of strategies that may be used to identify and select those to be involved in planning the Network. Whatever strategy is used, however, the resulting body should be broadly representative of existing providers of information and advisement services; of the various client groups to be served ultimately by the Network; and of state agencies, providers of learning opportunities -- both formal and others who have an interest in the Network concept. In this latter category fall community leaders, such as members of the clergy, legislators, and other civic leaders who can help give visibility to the Network and who can help identify others who ought to be involved.

Getting more specific, the planning group should include representatives of the following groups:

- Post-secondary institutions of all types, and key non-formal or non-traditional learning opportunities.
- Talent Search and Upward Bound Programs, Educational Opportunity Centers and other programs for disadvantaged persons.
- Professional school guidance associations

- State scholarship agencies and the institutional aid community.

- The State Employment Service, the State Occupational Information Coordinating Committee, and state vocational counseling agencies.

- The State "1202" higher education planning body.

- Student government associations and student project representatives, particularly those involved in local outreach efforts and in state level educational policy decisions.

- Community-based organizations that provide educational and career planning services to citizens in any part of the State (such as the Urban League, libraries, Employment Service offices, educational brokering agencies and women's centers).

- Prospective clients of the Network's services.

A planning group that is thus broadly representative of a State's service providers and clients can help to establish the Network's credibility from the outset. Furthermore, broad involvement from the early going will help to foster the cooperative spirit essential to the Network concept and help reduce the potential of the Network succumbing to the negative trappings of coordination which were referred to in Chapter I.

THE ROLES OF THE PLANNING GROUP

Broadly stated, the planning group should play as vital and active a role as possible in building a comprehensive, coordinated, and client-centered state-wide Network. Helping to determine the educational needs of potential learners is a first order of business for the planning group, as will be seen in the next chapter. But a broad-based group as envisioned here can also help to:

- Identify others in the State who would (and would not) support development of the EIC concept.

- Determine what resources already exist within the State and what others must be developed to achieve a comprehensive and readily accessible service Network.

- Ascertain which other State and Federal programs hold promise of contributing financially and programmatically to the Network's objectives.

After those initial steps are taken, the lines between planning, policymaking and implementation get fuzzy. Other roles for the planning body may take form as a result of the political realities operating in the state as much as from any other stimulus. The state agency or administrator with designated responsibility for the EIC should be open to substantial ongoing involvement in policy making by the planning body. The chances of forging a truly comprehensive service Network are far better with that kind of broad involvement than they are if one agency works in isolation.

CHAPTER III

PLANNING THE NETWORK: DETERMINING THE NEEDS AND SERVICES

> Survey data are stubbornly consistent in showing that those very adults whom policymakers are likely to feel most 'need' education are not only not very likely to participate, but they are also not very likely to express any interest in doing so.[1]

INTRODUCTION

The goals of the Network of Educational Information and Advisement Services have been characterized as providing **comprehensive, coordinated and client-centered** services within reach of all citizens of the state. Inherent in those goals is the challenge of developing a Network whose services meet the **expressed needs of clients.**

Planning and building services around the needs of their ultimate users is a departure from traditional educational planning procedure. As the Commission on Non-Traditional Study (1973) indicated, for example, developing client-centered programs requires putting

> . . . the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and de-emphasizes time, space, and even course requirements in favor of competence and, where applicable, performance. It has concern for the learner of any age and circumstance for the degree aspirant as well as the person who finds sufficient reward in enriching life through constant, periodic, or occasional study.[2]

While the Commission's focus was on non-traditional learning opportunities, the notion of considering client needs first applies equally to developing responsive, client-centered information and advisement services. To plan and build services around the needs of those to be served requires first determining who the clients are likely to be and what are their service needs. Then, as the EIC regulations indicate, planning can switch to "surveying the state" to identify all providers and their services and to detect "gaps" that must be filled to forge a comprehensive service Network.

This chapter suggests approaches that Network planners may use in determing client needs and poses some questions that must be answered if those needs are to be met. It then turns to document some service needs as identified by current practitioners and the growing body of research and needs assessments extant in this area. Finally, attention turns to identifying what services may already exist in the State around which a comprehensive Network can be built.

DETERMINING CLIENT NEEDS

The past ten years have seen the development and proliferation of many efforts to better link would-be learners to appropriate learning opportunities. Most were begun as demonstration or experimental projects, often without the empirical base to know precisely what services clients would need.

Since those tenuous beginnings, much has been learned. There have been some 30 state and national needs assessments that have increased greatly the knowledge of what resources would-be learners say they need to pursue learning opportunities successfully. There have been an even larger number of study groups who have framed recommendations to federal or state agencies on what actions might be taken to better match people with educational opportunities. And there have been numerous research studies on the information and advisement needs of prospective learners.

After analyzing these bodies of knowledge, Cross (1978) concludes[3] that there is considerable consistency in their findings. What this means to Network planners is that there is no need to undertake another formal, full-scale assessment of client needs to plan and develop client-centered services. Rather, client needs can be defined and responsive services identified through careful study of the assessments, recommendations and research of others. Just as the Network concept relies upon the use of existing resources, so, too, can much of the planning effort!

Many of the previously conducted needs assessments and research are cited in Appendix A-I. Network planners would be well-advised to review as many of those sources as possible as part of the planning process. While all of the sources cited will be useful, several deserve special attention. Notable among them are:

Resource List # 1: Sources on Client Needs Assessments

- **Adult Learners: A Data-Based Description and The Missing Link: Connecting Adult Learners to Learning Resources** by K. Patricia Cross. Both works have done much to increase knowledge about the information, advisement and learning needs of adults. Both works assess and synthesize the findings of previously conducted needs assessments, research and the work of study groups. The Missing Link includes a summary of recommendations made for improving information and advisement services and adult learning opportunities that emanate from previously conducted state needs assessments. Both of Cross' works are excellent starting points for determining the service needs that adults will bring to the Network.

- **40 Million Americans in Career Transition: The Need for Information** by Solomon Arbeiter and others. This work describes the information, advisement and other service needs of adults facing career transitions.

- **The Information Needs of Prospective Students** by Mary Kinnick and Oscar Lenning. A product of the Fund for the Improvement of PostSecondary Education's Better Information for Student Choice (BISC) project, this report synthesizes the information needs of prospective students as determined by the institutions that participated in the BISC project.

Reviewing these and other sources that focus on determining client needs is a good, cost-effective first step to determining what services the Network will need to provide. Other techniques which may be used that, again, diminish the need for a costly, full-scale assessment are:

1. Convene a "panel of experts" or use consultants to work with the planning group to define client needs, and match them with existing services in order to identify service "gaps" that exist in the State.

2. Solicit the opinions of current service providers and clients as to what service approaches are and are not working; who provides good service and who does not; and what services are yet needed to assure a comprehensive Network.

3. Cull the wealth of current literature on information and advisement services, much of which is cited in Appendix A-I and A-II.

By proceeding in such fasion, a broad-based planning group should be able to get much of the information it needs in short order, and increase the chances that Network services will be responsive to people's needs.

As a further guide to planners, the needs of would-be learners and the kinds of agencies now helping to serve those needs are summarized below.

WHO NEEDS WHAT?

The findings of research, needs assessments and the experiences of current practitioners indicate that, regardless of demographic characteristics, common client needs are for information on educational opportunities, occupations, and financial resources; for assistance with career and life planning, and for support during the process of entering and progressing through post-secondary education. These needs can be further classified into the four categories of **awareness needs, empowerment needs, action-taking needs, and follow-through needs,** which are further defined below:

- **Awareness needs:** clients' needs for knowledge of educational/career options and opportunities, and awareness of their own abilities, interests, and goals.
- **Empowerment needs:** clients' needs for ways to begin to do things for themselves, to become independent of counselors and institutional directives.
- **Action-taking needs:** clients' needs to move ahead, to plan, strategize and actually do something about career and life situations.
- **Follow-through needs:** clients' needs to be followed up after initial contact.

Special needs mentioned by counseling and information service practitioners relate to specific client groups being served. Experience indicates that certain groups are likely to predominate among clients, including women, the underemployed, career-changers, and educational dropouts. Single mothers re-entering the labor market, persons in dead-end jobs, persons isolated from education -- rural or ghetto populations -- and younger college or high school dropouts are some of the identifiable client sub-groups which require special information or assistance. Part-time or extended degree programs, local labor market demands, federal student aid, remedial programs and childcare services are examples of the kinds of special resources that these groups need to know.

The services of the Network must take into account the situational and dispositional barriers faced by many of the client sub-groups in addition to their respective special service needs. Many have a poor self-image and carry correspondingly low expectations for themselves. Others, like women, face societal restrictions which have and often continue to place limits on what are "acceptable" educational and occupational alternatives.

Additionally, special efforts will need to be made to attract client sub-groups that have previously been left out of the educational mainstream. Cross (1978) accentuates this point when assessing the needs of adults. She concludes that "the variable of educational attainment is the single most important predictor of an adult's participation in education. Education is addictive; the more people have, the more they want and the more they participate."[9]

Thus, simply providing services will not be enough to attract those with little or no experience with education. Even when attracted, those with little or no previous educational experience will require a broader array of services and more concerted assistance in becoming "empowered" than will those who have considerable experience in educational settings.

Furthermore, adults attracted to learning opportunities will often be motivated largely by career concerns. Nearly all of those seeking career changes can be characterized by one or more of the following:

- o Dissatisfaction with their present situation without a sense of how to change it;
- o Unfamiliarity with setting up concrete goals and then going about attaining them;
- o A lack of self-confidence and self-esteem, being more aware of their weaknesses than they are aware of their strengths;

- o Unwillingness to take risks;
- o Inability to describe what they are good at, or what they know; what they need; or where they want to go.[6]

Assisting clients in making career decisions will not only require timely, accurate and current information about educational opportunities but will also require similarly salient information about occupations. Occupational information is not mentioned in the EIC legislation; yet it is as key to serving clients' needs in making educational decisions as is sound information about the learning opportunities themselves.

The importance of providing both occupational and educational information has been well-demonstrated by the experience of educational brokering agencies. For example, the Regional Learning Service (RLS), an educational brokering service in Syracuse, New York, reports that over 40% of its clients requested "career planning" assistance, a service which cannot be provided realistically without localized and current educational and occupational information.[7]

Meeting these and other defined needs will require a variety of services that are currently being performed -- however unevenly -- by a variety of service agencies. The common denominator of these services is "client-centeredness." Collectively, such services are coming to be called educational brokering. Functionally, brokering may be defined as:

- o helping clients **to define their goals** self-assessment, value clarification, occupational exploration, and long-term planning;
- o helping clients **set objectives** for pursuing further education, including assessing whether formal learning or other kinds of learning experience are most appropriate;
- o helping clients in **gaining access** to appropriate learning opportunities, including advocating on the client's behalf with instituional personnel for admission, financial aid, and credit for prior learning.[8]

Armed with these definitions, as a way to determine who is providing client-centered services; with the knowledge gained through study of the literature and research on learners' needs; and with the advice of current practitioners and

"experts", Network planners can set out to determine what services exist in their State around which a comprehensive Network can be built.

WHO PROVIDES SERVICES?

The kinds of information advisement needs cited above are probably being met to some degree by many agencies and organizations in the State. The challenges to the planning group are to determine who these service providers are and how best to meld them into a responsive Network of Educational Information and Advisement Services.

Turning to the former question first, planners may find it useful to start by identifying first the full-range of services to be provided by the Network. Once developed, that list can be divided into categories, like the following: 1) Services most efficiently provided through a **centralized effort**; 2) Services most effectively provided through **local brokering (i. e., advisement) agencies**; 3) Services most approriately provided by **referral** to other social service agencies, post-secondary institutions, or others; 4) Services best provided through sub-contracts.

Attention, then, can turn to determining who the service providers are and how they fit into the comprehensive Network. In answering this latter point, planners may find it useful to have developed specific criteria for determining who will participate in the Network and how.

Ensuing chapters of this **Guide** deal more specifically with standards. The point here is that the planning group will need to have some means with which to satisfy itself that the participation of a given agency will contribute to the Network's goal of impartial, consumer-oriented and quality service.

Furthermore, the planning group must determine how a given agency fits into the Network. It might ask, for example, if a particular service provider best fits as a referral point or as a "full service" member. Does an existing agency alone provide access to comprehensive information and advisement services to all who need them in its geographic area or does it need to be linked with others to accomplish these tasks?

These and other questions will need be asked to forge a comprehensive Network. As has been seen, the starting point is determining what specific services need be provided to link prospective learners with learning opportunities. Then, those who are currently providing services need to be identified and organized into a comprehensive service Network. Chapters IV through VI deal with the specifics of providing services and Chapter VII details some alternatives for organizing the Network. As a prelude to those discussions, Figure 1 below

provides a list of some of the services that the Network will need to provide and some of the current providers and resources that may exist in the State.

Resource List # 2: Current Providers of and Resources for Information and Advisement Services

SERVICE	SOURCES
o **Diagnostic Testing and Advisement**	Upward Bound, Talent Search, Educational Opportunity Centers, Special Services for Disadvantaged Programs, educational brokering agencies, private counseling agencies, community career centers, community and junior college career centers, CETA, Urban Leagues, National Alliance of Businessmen, four-year colleges, Educational Opportunity Programs, regional occupational programs, Employment Service, Vocational Rehabilitation, welfare, high schools, YMCA, YWCA, women's centers.
o **Educational Information**	Post-secondary institutions, other formal and informal learning providers; nearly all agencies listed in Number 1 above; State Department of Education or Community, Junior or Technical College Coordinating Agency; State Board of Higher Education or its equivalent; State "1202" Post-secondary Education Agency; State career information system; CETA: National Center for Education Statistics, including State HEGIS Reports; The College Entrance Examination Board; American College Testing Program; privately published college handbooks; libraries.
o **Financial Aid Information**	Colleges, universities and others providing aid for educational opportunities; State Scholarship Commission; Talent Search and EOC agencies; State career information system; high schools;

	The College Scholarship Service; American College Testing Program; Office of Education.
o **Occupational Information**	State career information system; CETA: State Department of Labor and/or Employment Service; Bureau of Labor Statistics and its publications; libraries; Dictionary of Occupational Titles; The Occupational Outlook Handbook; The Encyclopedia of Careers and Vocational Guidance; Federal Career Directory; Career Opportunity Index; Military-Civilian Source Book.
o **Job Search Assistance**	CETA, Employment Service, college placement offices, vocational colleges and schools, private counseling services, professional associations, unions, Veterans Administration, high schools, newspapers.
o **Personal, Vocational or Academic Counseling**	Nearly all of those listed in Number 1 above, and correctional institutions, juvenile programs, Work Incentive Programs (WIN), welfare, unions, women's programs, churches.
o **Psychological Counseling**	Hospitals, and many of those listed in Number 1 above.
o **Personal Empowerment**	Community and political organizations that speak for their respective constituencies, educational brokering agencies, other community-based counseling organizations, EOCs, Talent Search, CETA and sometimes others of those listed above.
o **Decision-Making Skills**	Most of the counseling agencies or services listed above help in one way or another; The College Board's Deciding Program; other published instructional programs; women's centers; libraries; adult counseling programs.
o **Remedial/Skill Development Instruction**	Opportunities Industrialization Centers; CETA; colleges; continuing education programs; Adult Basic Education programs; Trio Programs (Upward Bound, etc.);

	Educational Opportunity programs; state-funded Basic Skill Centers; Occupational Information Service Centers.
o **Day Care**	Local private and public day care agencies; colleges and other educational institutions; businesses; community-based organizations (e.g., Urban League, etc.).
o **Certification for Previous Experiences**	Council for the Advancement of Experiential Learning (CAEL); institutions; College Level Examination Program (CLEP); American Council on Education's Office of Educational Credit; External Degree programs; special adult degree programs.
o **Job Placement**	Employment Service, CETA, high schools, colleges, private employment agencies, newspapers, unions, professional associations.

PART TWO

DEVELOPING EDUCATIONAL INFORMATION AND ADVISEMENT SERVICES

CHAPTER IV

NETWORK SERVICE APPROACHES

> . . .A coordinated system or network for the delivery of information, counseling and advisement and related services can assure honesty, economy, and efficiency as well as expanded accessibility to all potential learners.[1]

INTRODUCTION

Meeting the client needs cited in Chapter III will be a function of time, the availability of appropriate existing services, and concommitantly, how many new services must be established by the Network. Its ability to garner additional funds to capitalize the full range of needed services will also affect the time it takes to meet client needs and, likely, the service strategies used to meet those needs.

Whatever specific approaches are ultimately taken, current practitioners agree that client needs cannot be met fully without provision of "face-to-face" guidance, counseling and referral services. Local information and advisement centers, therefore, must be critical points of delivery within the Network. Neither a centralized telephone "hotline" nor a state directory of institutional program offerings will meet fully client needs. There must be local service centers available to complement whatever central services are developed and to provide personalized "counseling" "brokering" or "advisement" services.

Chapter VI outlines various strategies for providing services in local Network agencies. Those involved in developing this manual feel strongly that client services provided at the local level are essential to the Network's ability to meet the full range of client service needs.

With local services left to later discussion, this chapter looks at some Network services that may be provided by a central "core staff". The advantages and disadvantages of some prospective direct client services are explored first with attention then turning to services a central office might provide to support the operation of local service affiliates. Finally, the chapter suggests other arenas in which the Network may assert its influence -- to promote generally more responsible educational services within the State.

CENTRALLY PROVIDED CLIENT SERVICES

When experienced practitioners are asked "What client-oriented services should be provided centrally?", nearly all respond that the development, packaging and maintenance of occupational and educational information is probably best performed once and at the state level. Chapter V pays particular attention to issues surrounding development, maintenance and delivery of high quality information; and, because of their increasing popularity, provides a detailed look at the particular capabilities of computers for storing and delivering consumer information. Other information delivery devices that can be developed centrally are telephone "hotlines" and information directories. A discussion of each follows.

TELEPHONE HOTLINES: Generally, telephone "hotlines" have two potential uses: 1) to serve as a **central referral point** to which prospective clients may call to identify and be referred to local agencies or programs which can meet their particular needs; or 2) to **provide direct information** about where to pursue particular learning opportunities.

In neither case are they an end unto themselves -- a single shot solution to people's information and advisement needs. Their benefit is most probably maximized when they are one of several services offered, including direct counseling and advisement as well as a more systematic way of disseminating detailed occupational and educational information.

As a **referral device**, "hotlines" could play an important role in linking clients to service providers, particularly if their availability is well publicized. They can also be useful in providing **quick** evaluation of new questions and answers on the System coming from consumers or counselors based on consumer needs or on changes precipitated at the state level (e.g., new forms, deadlines, etc.) As a result, the Network planners may be able to react faster to "trouble" in the System.

However, there are two major limitations to the use of hotlines as the principal method of linking clients with services.

First, toll-free telephone systems can be very expensive. A single toll-free line may cost a minimum of $7,500 and excessive line charges could increase that cost considerably. Illinois Network planners,for example, estimate that it would take twelve phone lines to provide a satisfactory hotline in that State, if client "denial time" (busy signal) were to be minimized. ("Denial time" is a major consideration since crowded lines can make more enemies than friends.) Equipment costs for such a service would hover around $90,000 annually, without adding uncertain line charges. The additional cost of staffing and supporting the service could be considerable.

Secondly, persons with little or no experience in pursuing education or who have had bad experiences tend not to take advantage of passive services that require them to take the first step.[2] To rely on hotlines as the sole or principal technique for linking clients to services would be to bypass many of these people. Hotlines, then, as a referral device are an appealing solution to problems not easily appeased. Their utility is probably best measured against their cost-effectiveness as one of many outreach strategies used at both the central and local levels of the Network.

As **devices for delivering information to clients**, they face the same limitations mentioned above . . . and more. They may have a place as one of many techniques for delivering occupational and educational information to clients; but, as the principal delivery device, they face the following problems:

- They must be staffed by well-trained personnel who manifest "auditory empathy" and who can answer satisfactorily the broad range of questions clients can be expected to ask.

- Staff must be backed by an easily referenced bank of information. This information must be updated continually to remain current.

- Even with a comprehensive, current information bank, staff will likely often be "stumped", requiring additional research to glean answers as well as the time and resources to return calls and/or write and mail responses.

- Even at that, the range of clients' informational needs cannot be met fully or singularly by hotlines. Hotlines can help in answering who offers what programs and how much it costs to attend one school as compared to another. However, it is doubtful that they provide an effective means for answering more difficult questions, like: "What are my chances of getting into School Y?", "What do carpenters do and am I suited to become one?"

- It is difficult to control the quantity, quality and consistency of information provided. Two staff members may interpret and/or deliver the same information quite differently. Too, they will have "off-days" when their empathy is at a low ebb and their effectiveness in information delivery is diminished.

If they are viewed as one of many Network devices for delivering information to clients, "hotlines" are more attractive. Within that context, the following suggestions may prove useful.

A. **Select a narrowly-defined information service which emphasizes referrals to local sources.** For example:

- o a "referral" hotline as described previously.
- o a first contact source of educational information from which clients can be referred to local service affiliates where more detailed information and advisement services can be provided.
- o a financial aid "hotline" describing which schools offer aid; how and when to apply; where to get application forms (or they could be mailed as a follow-up); and whom to contact for more information.

B. **Arrange for an appropriate publicity effort.** Publicity should be enough to attract inquiries but not so much as to overload the system.

C. **Get others to help finance the effort.** If financial aid information is to be delivered, seek financial support from the State Scholarship Commission. If referral to job placement assistance is to be provided, seek support from the Employment Service, and so on.

D. **Start on a limited, experimental scale** (in one geographical area) and evaluate its effectiveness before launching into a full-scale statewide effort.

E. **Seek information from others** who have operated effective telephone systems. Some sources for information and technical assistance are included on the next page:

Resource List # 3:
Sources on Telephone "Hot-Lines"

Project Ask It
Steve Lefebure
National Association of College Admission Counselors
9933 N. Lawler
Skokie, Illinois
(312) 676-0500
National hotline which serves counselors. Provides information on postsecondary institutions.

Tape Program
North Dakota State University
Fargo, North Dakota
(701) 237-8273
Student operated system that provides information on educational opportunities and financial aid availability in the area as well as other topics.

Rhode Island
Mildred Nichols
Roger Williams Building
Hayes Street
Providence, Rhode Island 02908
(401) 272-0900
Several telephone "hot-line" efforts have been established in Rhode Island and are expected to be used extensively in the State's EIC Network.

Higher Education Locator Program (HELP)
Luke F. Lamb
University of Wisconsin Extension Division
432 N. Lake Street
Madison, Wisconsin 53706
(608) 262-3786
Hot-line for providing information on University of Wisconsin System's Extension programs as well as the System's resident programs.

INFORMATION DIRECTORIES: Several kinds of directories could be of direct assistance to potential educational consumers. Among these are:

A. A **"first contact" general inquiry publication** that describes the Network's services and who provides them. Both local center affiliates and qualified referral agencies could be listed.

A "first contact" publication should be attractive, easy to use (e.g., organized by geographic regions; cross-referenced; include addresses, telephone numbers, contact people, office hours); and updated at least annually to maintain an accurate listing of those providing services. They could be used

- o as a resource publication for Network staff;
- o as a follow-up mailing to clients who have contacted the Network via a "hotline" or other telephone system;
- o as an outreach device for the Network's services through selected or saturated mailings or by placing copies in high-traffic areas, such as shopping centers, post offices, libraries, schools, community centers, courthouses, etc.

B. **Targeted or topical publications** aimed at specific client groups, such as adults, career changers, low-income youth, rural populations, urban minorities, etc. Essentially outreach documents, these special purpose publications should reflect sensitivity for the needs of client populations and provide information on where they can receive assistance. A publication for career changers might, for example, list Network service affiliates where counseling, advisement and assessment services are rendered; provide an explanation of external degree programs, where they are offered within the state as well as particular information about these offerings; and describe methods for gaining credit for previous life experiences.

Getting targeted publications to intended audiences can be a problem. As noted previously, persons not familiar with or turned off to education tend to be passive or resistant users of educational information. Thus, targeted publications should not be viewed as the one and only way to reach prospective clients; rather, they may be one of many useful strategies employed to make the Network's services and the State's educational opportunities visible to special client groups.

C. A directory of the **state's postsecondary educational institutions and their learning opportunities.** This kind of directory may be the first and most seriously considered publication by a central staff. At first glance, it

has appeal as a device for formatting and providing information on all formal learning opportunities within one state, or at least, those offered by one type of institution or another. Such a directory can, be used as:

- o A first-step publication for clients to use in making educational decisions;
- o The information source to be used in providing telephone "hot-line" services;
- o A resource document for counseling and advisement telephone "hot-line" services;
- o Another informational resource for high school counseling offices, and for use in other educational settings.

As a major device for providing information to clients, directories suffer serious limitations. Among them are:

- o They are difficult to format for easy client use and ready cross-referencing. Particularly difficult is comparing the commonalities and differences of institutions, beyond the availability of programs.
- o They are difficult and costly to develop if the intent is to be comprehensive, accurate, and consistent in treatment of information across institutions. Data sources are usually those used for planning and management purposes, therefore requiring extrapolation to come up with useable and useful information for consumers. Sources are also dispersed and of varying reliability, making the task of developing a comprehensive directory difficult.
- o They require frequent updating and, hence, frequent re-publication (at least annually).
- o To remain manageable, they invariably are limited to providing serial information (e.g., programs offered, student enrollment, tuition costs, etc.) While this is useful "first-step" information, it is but a portion of the information and support services that consumers need.

On this latter point, the Better Information for Student Choice Task Force concluded that directories are ". . . aimed at screening. Such information helps students identify from a larger group of institutions those they should consider more closely, but it offers much less assistance in helping them decide which particular institutions to attend."[3]

Thus, as a client-centered information tool, directories of post-secondary institutions and their offerings probably should also be considered as one of many information sources. Other delivery devices and information sources may have to be developed or, at the least, existing informational sources cataloged and made available as a reference library within local service affiliates.

D. **A directory or directories of non-traditional or non-formal learning opportunities.** Gathering, cataloging and publishing resources for information learning and non-institutional programs suggest several prospective publications that could be useful. Among the potential directories are: a guide to non-collegiate programs available in the state offered by businesses, labor unions, state and local agencies, non-profit corporations, etc.; a directory of continuing education programs and services; a guide to external degree programs; an inventory of sites providing Adult Basic Education and/or remedial and tutorial assistance; and a guide to local information, non-credit learning opportunities.

There are problems shrouding development of these manuals. Among them are:

- Information learning opportunities are usually communicated informally, making collection of an inclusive listing of opportunities difficult, if not impossible.

- Information and many non-traditional programs come and go with frequency, making maintenance of the information bank difficult.

Chances are that Network affiliates and their clients will be the best served if the central office takes on the task of gathering, describing, and publishing information about the major, enduring non-traditional learning opportunities available in the State (e.g., external degree programs, Adult Basic Education services, and the like). The local Network agency can then supplement with a local data collection effort aimed at uncovering the more <u>ad hoc</u> and locally-based information opportunities.

PROMOTING LOCAL INFORMATION EFFORTS — THE LEARNING NETWORK: One way for information on informal, local learning opportunities to be made available to prospective learners is through development of learning networks. Not to be confused with the Network vision proposed by this **Guide**, learning networks aim at linking those desirous of learning a particular skill or subject with those with the skill and desire to teach it. An out-growth of Ivan Illich's concept of a "de-schooled" society, learning networks have been developed in several areas of the country in recent years. The Learning Exchange of Evanston, Illinois, was the first such network developed, and it has been operating successfully since the mid-1970's.

To date, learning networks have been grass roots efforts and seem particularly appropriate in urban areas where informal, non-institutional learning opportunities abound. Within the context of the Network of Educational Information and Advisement Services, they have utility as a cost-effective way of linking prospective learners with the providers of informal opportunities.

> The basic premise is that everyone and anyone in a community is capable of teaching as well as learning, and that 'no one really needs a college degree to share knowledge or teach a skill.' Further, if two people of similar interests, one who knows something and the other who wants to learn something, can simply be put in touch with one another, they can and will work out their own arrangements -- learning and teaching whatever and whenever they choose, in whatever method suits them both, and without the traditional school trappings and pressure of grades, classes, credits or diplomas.[4]

Telephone information switchboards, periodically published catalogs and community bulletin boards are used by learning networks to inform the public of the availability of learning opportunities.

Existing learning networks probably should be included in the state service Network and development of new ones might be promoted as a cost-effective way to handle information on informal learning opportunities as widely varying as pyramidal construction and Graduate Record Examination preparation.

More information and technical assistance for developing a learning network can be received from:

Resource List # 4: Information on Learning Networks

The Learning Exchange
Box 920
Evanston, Illinois 60204
(312) 273-3385

Useful publications on learning networks include:

"Educational Networks and Learning Exchanges" by Peg Johnston and Bob Schacter. Special issue of **Free University Network News**, June 1977. Available from:

Binghamton Learning Exchange
Box 862
Binghamton, New York 13902

The Learning Exchange : What it is, How it works, and How you can set up a Similar Program for Your Community by Robert C. Lewis and Diane R. Kinishi. Available from:

The Learning Exchange
Box 920
Evanston, Illinois 60204

The Learning Exchange: An Alternative in Adult Education by Gregory D. Squires. Available from:

Institute for Community Development
Michigan State University
Continuing Education
East Lansing, Michigan

SERVICES TO AFFILIATES

Chapters VIII and IX focus on strategies for funding and evaluating the Network's services, both of which will serve to support local affiliates. Beyond coordinating those endeavors, the Network's central office might take on any or all of the following management, coordination, and technical assistance activities depending upon the needs of local service affiliates.

SETTING NETWORK PERFORMANCE STANDARDS: There are several sets of standards that need to be developed to help foster the provision of quality, comprehensive and consumer-oriented services within the Network. Among them are standards for selecting

Network affiliates which are discussed in Chapter VII. Other standards should relate to the on-going performance of services and should provide a framework by which the Network can be evaluated, both in total and in assessing the effectiveness of its component parts. Chapter IX details evaluation strategies; here, we focus on standards or criteria upon which services are based and ultimately delivered.

For example, in consultation with local affiliate representatives, the state office might develop standards for selecting appropriate agencies to which clients could be referred for ancillary services (e.g., day-care, remedial instruction, psychological counseling, job placement, etc.). The developed standards could then be applied by local service affiliates in selecting appropriate local agencies or programs with which to link for making referrals.

The advantages to this approach are that most services to which clients are referred are locally based, vary in quantity and quality from community to community, and can come and go almost overnight. A set of selection standards -- consistently applied -- ensures some quality control throughout the Network while leaving the actual selection of agencies up to local Network affiliates. They are in a better position to know (or learn of) the extent to which local services meet developed standards and the extent to which clients need be referred to others for service (i.e., actual services provided by local Network affiliates may vary in degree if not substance from area to area and require differing local referral linkages). They are also in a better position to keep information current on who provides what services locally.

This process will also keep the central office out of the business of developing directories of appropriate day-care services, job placement services, and a host of other single purpose publications (or one big one) that are generally cumbersome to use, provide more information than is really necessary (people in Los Angeles don't need to know who provides daycare services in Sacramento County), and are usually out-of-date before they are published.

The central office in other instances may need to do more than establish standards. For example, standards for diagnostic testing services might be developed and community and four year colleges, CETA offices, Employment Services and other testing locations competitively solicited as testing service sites for the Network's clients. Selection criteria could require the applicants to demonstrate their willingness to cooperate with local affiliates as well as their willingness and ability to provide client-centered service that may or may not advantage their institution's enrollment counts. Representatives of local affiliates and central office staff could, then,select those who best meet the "RFP" criteria, focusing also on

geographic distribution so that at least one "authorized" site is within reasonable distance of all local service affiliates.

The foregoing are but examples of some of the many arenas in which standards may need to be developed and applied to give meaning and life to the Network's more general goals. Setting and operationalizing service standards will be an on-going process within the Network as experience is gained at all service levels, new client "needs" emerge and service "gaps" are fully identified and filled.

BUDGET PLANNING AND FUND RAISING: Network affiliates as well as the central office will find their financial solvency dependent upon a variety of sources (ironically, the least of which may be the federal EIC allocation). User fees, donations, volunteer time, foundation support, federal and state grants and contracts for service, in some combination, typify the kinds of financial resources available with which to forge all levels of the Network. The Network may be built totally on "soft funding", making budget planning difficult and budget levels variable from year to year. (For more information on particular funding possibilities, please see Chapter VIII.)

Good central budget planning will be crucial, not only for maintaining state level services, but also in maintaining existing local services and developing new ones. Local Network affiliates may need assistance in budget planning and, at the least, must be communicated with via newsletters, mailings or other devices so that they can stay tuned into funding opportunities. Appropriate federal and state "Requests for Proposals" (RFPs) should be communicated routinely to local affiliates so that they may apply for applicable grants. Technical assistance in "grantsmanship" might be provided by way of workshops or seminars. Successful as well as unsuccessful fundraising strategies should be shared among Network members, probably through periodic, centrally-developed Network newsletters.

A major, on-going effort of the central staff should be giving visibility to the Network -- promoting its effectiveness and financial needs with legislators, other government officials, as well as with state agencies outside the Network who, if induced to join, would bring financial, human, and service resources with them. A long range objective of the Network should be to secure "line item" support for the Network's services, a task that will take time, demonstrated successes (and the visibility success brings), as well as demonstrated "accountability" in budgeting and planning and the continued urging of the "powers that be" for a piece of the funding pie.

MANAGEMENT ASSISTANCE: Local service providing agences, particularly newly-established ones, may need assistance in

developing their management and budgeting skills. The state office might well provide technical assistance, itself, or contract with a consulting organization to provide assistance. The National Center for Educational Brokering, for example, might be used to provide consultative services on developing, managing and budgeting for client-centered advisement services within local Network affiliates.

Workshops and seminars can be held for the managers of local service-providing agencies to better implant the Network's service concept and to help reinforce local management processes.

Coordination will require some data and information flow between the Network's central office and local affiliates. Maintaining communication links among the Network's affiliates, so that successful and unsuccessful management and service practices are widely known, can be an important service of the state level staff. Convening meetings of Network representatives, publishing and distributing periodic newsletters and/ or mailings, as well as other methods can be employed to foster and maintain coordination and help improve management practices among the various Network actors.

PUBLICIZING THE NETWORK'S SERVICES: Local service affiliates will no doubt have to launch extensive outreach programs to attract those who need their services. State-level staff can augment local efforts through centralized publicity programs that also help to develop a general credibility for the Network and its services. In short, the central staff can be the primary public relations arm for the Network.

One of the more important public relations objectives should be to develop visibility and legitimacy for the Network within state government. That task has two purposes. The first is to tell the Network's story to legislators, agency heads, gubernatorial staff, and others who, in the long run, will have to understand the need for and worth of its services if the Network is to find an enduring home within the state's service priorities. This is an on-going task, requiring building allies, pacifying enemies and negotiating trade-offs, all with the Network's best interests and long range viability in mind.

Secondly, and equally important, is developing linkages with service agencies, educational co-ordinating bodies, and other state level organizations that have a functional importance to the long range success of the Network. Linkage building by local service affiliates with other agencies can be enhanced if, for example, state Employment Service personnel are convinced of the merits of the Network and communicate good words to their local offices. Similarly, postsecondary institutions may be less threatened by local affiliates if the state coordinating body endorses the Network's services and pledges its cooperation.

Moreover, if the Network gets involved in developing new occupational and educational information for use by its constituents, it will need to develop and maintain good relationships with data-producing agencies. If the State Occupational Information Coordinating Committee (SOICC) is not an active member of the Network, a relationship with it may have to be developed to gain access to the kinds, quantity and quality of data necessary to develop consumer-useful occupational information (See Chapter VIII, pages 145-157 for explanation of the of the SOICC). Ongoing relationships will have to be forged with a variety of state educational agencies, professional associations and others to glean useful educational information for the Network's service. Public service radio and television spots can focus on any number of the Network's services and how citizens can gain access to them. Spots can be written, produced and disseminated to radio stations around the state, publicizing the services of local affiliates. Statewide television spots could focus on an issue of general importance (e.g., ensuing application deadlines for state financial aid) and direct those who need assistance to their local EIC-like agency.

Periodic columns in local weekly and major state daily newspapers could be developed and distributed by core staff. They could focus on questions most often asked by clients, periodically feature particular Network services or the good work of a local affiliate or relate success stories of some of those who have received service within the Network.

Important at all levels of the Network is getting the word out about its services to prospective consumers and developing visibility and legitimacy as well as working relationships with others within state government. The central staff can perform a major role in meeting these needs.

COORDINATE STAFF TRAINING: A major support role for the state office could well be in coordinating initial and in-service training for the staff of local service affiliates. Beyond familiarization with and training in management techniques, on-going training probably will need to be provided in many of the following areas:

- o Outreach techniques;
- o Use of occupational and educational information services or systems in counseling and advisement processes;
- o Advisement stragegies for empowering clients;
- o Techniques for and effective use of instruments in assessing client needs;

- Developing linkages with referral agencies and services;
- Use of paraprofessionals and volunteers in providing services;
- Developing career libraries;
- Techniques for relating local providers of learning opportunities and ways to "broker" on behalf of clients with those educational providers;
- Strategies for assisting clients in gaining educational credit for previous life experiences; and
- Techniques for local development of accurate, impartial educational and occupational information as well as strategies for keeping it up to date.

There are numerous ways in which the central staff may support local staff training needs. Newsletters and bulletins can help keep them current on new developments in particular fields or on service strategies that have proven useful elsewhere. These can include annotated bibliographies of new material beneficial to staying current in given fields.

Manuals and other staff training support materials can be developed and distributed to local centers. Periodic workshops and training seminars can be held for local agency staffs and consultants brought in to deal with certain service strategies.

Staff of local affiliates can also be used in providing training. The director of a women's center could provide training on techniques for reaching home-bound women and for supporting their identified desires for learning opportunity. An outreach counselor for a Talent Search agency could focus on outreach strategies and the service needs of low-income urban youth.

Continuing education classes can be developed and offered specifically to upgrade the skills of service staff in various disciplines germane to effective operation of the Network (e.g., management, counseling, career education, labor market economics, etc.).

Staff of non-Network agencies can be used to provide training, as well. The State Scholarship Commission might well train Network staff in financial aid counseling and in effective completion of financial aid applications. GED test specialists can help prepare staff to assist clients in readying for the GED test battery.

Staff can also be active in pursing funds to support staff training programs. As appropriate, the central staff could write federal funding proposals or negotiate with appropriate state bodies that coordinate federal training allocations. Among the federal training funds available are:

Resource List # 5: Federal Training Authorities: Sources for Staff Training

- **Title I Higher Education Act Community Service and Continuing Education** are monies which can be used for staff training and would seem appropriate for that use by the Network. Title I programs are generally administered by the state's "1202" Commission with funds distributed to projects directly by the Commission. For further information contact your state's "1202" authority.

- **Incentive Grants for State Student Financial Assistance Training** is a Title IV Higher Education Act provision that provides funds usually to the State Scholarship Commission to train financial aid personnel. States must provide matching funds and while aimed at institutional financial aid administrators, there is sufficient flexibility that Network staff could at least be involved in any training appropriate to their professional development needs. For further information, contact your state's Scholarship Commission.

- **Vocational Education — Program Improvement and Supportive Services** is a federally authorized program under Subpart 3 of the Education Amendments of 1976. Administered by the state's vocational education authority, the program authorizes a broad array of vocational education programs, including provision for preservice and in-service training. For further information, contact your state's vocational educational agency.

- **Rehabilitation Long-Term Training** is authorized by the Rehabilitation Act of 1973 and includes provision of training projects to train individuals to work with the handicapped. It also allows for rehabilitation continuing education. For more information, contact:

  Division of Manpower Development
  Rehabilitation Services Administration
  Office of Human Development Services
  Department of Health, Education and Welfare
  Washington, D.C. 20201

- **Women's Educational Equity Program** is authorized by the Women's Education Equity Act of 1974. Among other things, grants may be provided to support pre- and in-service training for educational personnel. For additional information, contact:

  Women's Program Staff
  Office of Education
  400 Maryland Avenue, S.E.
  Room 3121
  Washington, D.C. 20202

PROMOTING RESPONSIVE EDUCATIONAL SERVICES WITHIN THE STATE

Linking current service providers, filling service gaps, developing new information resources, fostering cooperation and comprehensiveness, and bringing a consumer-oriented approach to educational information and advisement services are all objectives harbored by the Network concept. Accomplishing those objectives will put the Network in the business of promoting change. If linkages with other state coordinating bodies and educational institutions are strong, the Network can exert broader influence than that afforded by the services it provides directly.

For example, if the Network is coordinated with the State Occupational Information Coordinating Committee, it may be able to promote changes in current occupational and educational data collection procedures that would yield data more useable in developing consumer-oriented information services. Currently, most occupational and educational data collected by state agencies is amassed for planning and management purposes only, making it difficult, and often impossible, to use in developing consumer information. Data collection procedures and formats developed to meet both planning and consumer information needs would be a useful change that could be promoted by the Network.

The Network staff might also offer technical assistance to postsecondary institutions in developing services that would enhance generally the educational opportunities provided. Among the services that might be provided are:

- Workshops for faculty to help them learn of the distinct needs of non-traditional students and how to respond to those needs in the classroom;
- Student service officers could be worked with so they are better attuned to the support service needs of particular Network client groups;
- Financial aid officers can be assisted in developing strategies for meeting the financial problems encountered by adult part-time learners;
- Curriculum coordinators can be assisted in developing new approaches for awarding credit for previous learning experiences and in developing external degree programs that will meet the needs of prospective constituents; and

- Public relations and information officers can be encouraged at first, and then provided assistance later, in launching better information programs.

The latter point -- helping institutions launch better programs -- could be a major objective for the Network. School catalogs, brochures and bulletins are, after all, a major source of information about an institution's learning opportunities and environment. Too often they are developed as promotional pieces with little regard for the information prospective students need to make good decisions.

Whether or not the Network launches its own information delivery efforts through directories, hotlines, or computerized information systems, school catalogues will still be looked to by prospective educational consumers as a major source of information. The Network's best efforts at improving information will be incomplete unless institutions can be induced to improve their information as well.

The Better Information for Student Choice Task Force concludes that:

> Institutions could develop more precise statements about what they offer, what their strengths and limitations are, and what specific experiences and opportunties they can provide to students. While the basic descriptive information that assists the screening function could be provided by other sources -- including comparative guidebooks and computerized information systems -- institutions themselves are in the best position to characterize their distinctiveness, explain their special mission or approach to learning, set forth pertinent details of their policies and requirements, and document student experiences.[5]

Beyond the consumers' need for better information from institutions, the Network itself must rely, at least in part, on institutionally-provided information if it is building new information sources. Hence, it is also to the ultimate advantage of the Network's direct information services to make institutions aware of anomalies in their current practices and consumers' needs for more diligent, honest, impartial information.

A set of information standards could be developed in cooperation with institutions and/or state educational coordinating bodies to guide institutional information practices. The Network could sponsor "better information" workshops for staff of postsecondary institutions and could provide "better

information" workshops for staff of postsecondary institutions and could provide directly or through contract with outside consultants, technical assistance to individual institutions who desire to improve their information services for consumers.

There are a number of individuals who have been involved in better information efforts around the country who could render consultative assistance. Among them are:

Resource List # 6: Consultants for Better Information Programs

Karen Cox
President
National Student Educational Fund
2000 P St., N.W.
Washington, D.C. 20036

Elaine El-Khawas
American Council on Education
One Dupont Circle, Suite 780
Washington, D.C. 20036

Paul L. Franklin
Consultant
Harrisburg Associates
87284 Territorial Road
Veneta, Oregon
(503) 935-3733

Mary Kinnick
Director, Office of Institutional Research
P.O. Box 751
Portland State University
Portland, Oregon 97207
(503) 229-3432

Theodore Marchese
Director of Institutional Research
Barat College
Lake Forest, Illinois 60045
(312) 234-3000

James Nelson
Vice President
College Entrance Examination Board
818 Seventh Avenue
New York, New York 10019
(212) 582-6210

Layton Olson
Vice President
National Student Educational Fund
2000 P Street, N.W., Suite 305
Washington, D.C. 20036
(202) 785-1856

Bill Van Dusen
Consultant
Brookdale, California 95007
(408) 338-4284

In addition, the Center for Helping Organizations Improve Choice in Education (CHOICE), funded by FIPSE, is currently doing further research in the area of better information and is working with some 20 institutions from across the country in improving their respective information efforts. CHOICE has several publications that may be useful in promoting better information efforts by institutions. For further information, contact:

Resource List # 7: Sources on Better Information Programs

Dr. Joan Stark
Project CHOICE
Dean, School of Education
University of Michigan
Ann Arbor, Michigan 48109
(313) 763-4775

More information on the Fund for the Improvement of Postsecondary Education's DISC Project is available in the following two reports:

Better Information for Student Choice Report of a National Task Force by Elaine H. El-Khawas
Washington, D.C.: American Association of Higher Education, 197º

Inside Information: A Handbook on Better Information for Student Choice by Joan S. Stark
Washington, D.C.: American Association of Higher Education, 1978

Both are available from the American Association of Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036.

CHAPTER V

PROVIDING OCCUPATIONAL AND EDUCATIONAL INFORMATION TO THE NETWORK'S CLIENTS

> In making decisions such as whether or not to obtain a post-secondary education, what type of education to seek, and what institution to attend, students need a great deal of information. Important information includes not only the various options offered by institutions, the requirements and costs of each, and the financial aids available, but also an insight into the world of work and into the individual's goals, interests, abilities, and limitations. Such information is vital to better student decision-making and is becoming more readily available.[1]

INTRODUCTION

People who are faced with career decisions need good information about their occupational and educational options. This is especially true of those persons outside the school-to-work mainstream of our society, for whom a Network of Educational Information and Advisement Services offers the most promise. To assure that good career information is readily available is, therefore, a major Network objective. This can best be accomplished through a well-developed, comprehensive information system.

This chapter discusses why this is so; sets forth the characteristics and contents of a good information system; cites accepted standards for the quality of information and methods of delivery that are needed; describes existing information systems that are available; and discusses alternative ways of establishing a system where none exists. The chapter concludes with extensive lists of resource materials for stocking local career libraries, and reference sources on information systems and services.

THE COMMON EXPERIENCE: POOR INFORMATION

In the absence of an information system, people needing career information may search college catalogs and career publications. They may talk to friends and relatives. Or they may rely on hopes and fantasies -- an irrational strategy that most studies sadly testify as the most frequently used option.

These idiosyncratic approaches to information seeking have several obvious and common problems. First, most people do not have the time or the expertise to gather much information on their own. Hence, they rely on obvious sources -- commercially published career books, promotional bulletins from schools, and the conventional wisdom of friends and relatives. The information they get likely will be general and its reliability unknown.

Beyond that, most of the information sources they have readily available tend not to delve deeply enough to meet fully their informational needs. For example, recent studies show that people making career decisions need information about employment opportunities within their local labor market. Yet most informational sources readily available to the layperson provide national projections which may or may not accurately reflect local labor market conditions.

Further, the Better Information for Student Choice Task Force found that today's educational consumers need more"... specificity and detail, and especially with regard to teaching methodology, instructor backgrounds, financial aid, student involvement in institutional outcomes."[2] Current sources of educational information, the specific problems with which we have noted previously, seldom provide information at this level of detail.

It is for these reasons that access to a comprehensive information system is so important to meeting the needs of would-be learners.

CHARACTERISTICS OF AN INFORMATION SYSTEM

Broadly defined, an information system implies the coordination of component parts for collecting, providing and using information for a specified target audience or audiences. Regardless of content or delivery method, an information system is a set of procedures for gathering and analyzing data, and for synthesizing it into a form useful to its consumers. It includes developing and/or coordinating effective methods for delivering the developed information to its target audiences, and implies the need for training to insure that the information is used to best advantage.

Good information has no practical value unless it is delivered in effective forms and found useful by those for whom it is intended. Equal attention to **content, delivery and use** is the principal characteristic of a good information system.

McKinlay (1975) says that:

> . . .an effective delivery system is a boon to the delivery of career information, it does not diminish the need for accurate information, in fact, intensifies it. Implementation of a career information system requires major efforts, both with regard to information development and information delivery. . . They cannot be taken separately because they are complementary features of a system, neither is functional alone. Unused information is of no consequence; an empty delivery system is a meaningless exercise."[3]

A well-organized, well-stocked and frequently purged library qualifies under this definition of an information system. So, too, do computer systems, microforms, needlesorts, and other systematized approaches that attend to both content and delivery. On the other hand, a computer system with out-of-date or inaccurate information inappropriate for its users does not qualify. Neither does a library that is stocked with out-of-date materials, is poorly organized and, as a result is difficult to use.

The **advantages** to an information system are that it

1. **Brings order to the process of information searching** (e.g., is easy to use, is comprehensive, has a theoretical base to its organization, and responds consistently and predictably);

2. **Backs its information with the assurance of expertise** (e.g., information is collected, analyzed and synthesized by those who have expertise in related fields and who use a developed set of procedures); and

3. **Permits economies of scale** (e.g., lower unit costs per user are achieved by systematic development and delivery of information).

A comprehensive information system can help mediate the difference between people's information needs and the kinds of data necessary to meet those needs. With the help of a core staff with varied backgrounds in labor market analysis, career counseling, and educational research, information from a variety of published and unpublished, formal and informal sources can be distilled into informational statements suited to client needs. The developed system can free clients as well as their counselors and advisors from the tedium of

collecting information. And, through its developed procedures, it can insure that the accuracy and currency of the information is maintained.

The comprehensive information system can store and deliver information in any number of ways so long as the information is readily accessible and is regularly updated. And it can achieve economies of scale, by pooling resources to develop the information centrally as opposed to having it developed at each service site, or worse, each time a client needs information.

Content of a Good Information System

There is a considerable body of experience from career planning practitioners in counseling and brokering centers and from various investigations of information needs which helps to identify actual content to be included in a comprehensive information system.[4]

This section lists and briefly describes occupational and edcational topics most often identified as needed by various client groups and most commonly included in comprehensive information systems. Supplemented by further study and needs assessements, the lists of topics may serve two useful functions to those responsible for developing the Network's information services:

1. They form an excellent starting point for identifying necessary informational topics to be included in a comprehensive information system; and,

2. Transposed into questions, they can serve as one process for evaluating existing information systems which may be considered for implementation within the Network (e.g., Does the System(s) provide localized wage and earnings information? Are physical requirements for occupations clearly and succinctly stated?, etc.).

Occupational Topics: Occupational information should help users answer questions about labor market conditions (e.g., What jobs have a shortage of workers locally, in the state, nationally? What will future demand be like?); assist them in identifying occupations they might be interested in (e.g., the skills to be a carpenter?); and inform them in the particulars of occupations (e.g., What do registered nurses do? How much do they earn? How much training is required?). Occupational topics that should be included in a comprehensive system include the following:

Job Duties: Short descriptions that relate what the worker does in his occupation and why.

Wages and Earnings: The monetary rewards of the job -- at the beginning and what the top is likely to be. (Wage and earning information should be localized at least at the state level and, where significant variations occur within geographic regions of the state, at the local level.)

Working Conditions: What is the job environment? In a laboratory under pressure? With irregular hours?

Physical Requirements: Must the worker be able to hear, move about, lift heavy objects, etc.?

Abilities: What aptitudes are required to do the job? Verbal ability? General reasoning ability? Form perception?

Interests and Values: Do people who do this kind of work enjoy helping others? Do they enjoy the prestige that goes with the job?

Temperaments: What personality traits are associated with success on this job? A preference for variety, for repetition, for influencing others?

Training and Education: What kind of training or education is required to get this job? (Since educational and training requirements will vary at least from state to state, this information needs to be localized for at least the state level.)

Licensing: Is a license required to do this work, and if so, now do you get it? (Accurately reporting licensure requirements, again, requires information at least localized to the state level.)

Entry Requirements: What else is required to qualify for this job, in terms of age, experience, and the like? (Again, this information may vary locally.)

Employers: Who are the primary employers in this field and what are their hiring practices locally and within the state?

Outlook: What is the supply/demand relationship in this occupation -- in this locality, state and nationwide?

Career Paths: What is the normal advancement pattern in this field?

Related Occupations: What other occupations might one enter, with preparation or experience in this field?

Educational Topics: The information topics listed below result from assessments of student information needs performed as part of the Better Information for Student Choice Project.[5] Information for many of the topics listed will be difficult to collect if available at all. In any case, educational information in a comprehensive system (or, for that matter, in a college catalog) should help users answer **access** questions (e.g., Where can I study program X? What are my chances of getting in?); **process** questions (e.g., What will happen to me if I go to this school? What are the faculty like?); and **outcome** questions (e.g., What can I do with a degree in Psychology? What will I gain from attending this school?)

Costs:

- Full semester and yearly costs of attending.
- Costs of books and other supplies.
- Cost to complete a certificate or degree program
- Is the school likely to raise the tuition, fees, or housing costs while you are there?
- Procedures for paying college fees.

Financial Aid:

- Types of financial aid available and to whom.
- The typical types and amounts of financial aid awarded to freshmen, sophomores, juniors, and seniors.
- The relationship of financial need and of family income to aid awarded.
- The deadlines for applying for various types of financial aid.
- Types of financial aid that do/do not have to be repaid.
- Specific data about scholarships, fellowships, loans, etc.

Results of Attending:

- Degrees, certificates and licenses that can be earned from the various programs at that college.
- For student's field of interest, the type of schooling preferred by employers.
- Number or percentage of students in each program who found employment related to their training.

- Success of graduates in passing certification and licensing examination.
- Success of graduates in graduate and professional school entrance exams.
- Percentage of graduates applying to follow-up programs who are admitted, and their success in those programs.
- Number of students using the college placement office, and the percentage who were helped.
- Percentage of graduates reporting satisfaction with their college education.
- Four-year college programs that two-year graduates transfer into.
- Programs that can be transferred to a four-year school, and the academic requirements for such a transfer.
- What help the college provides in arranging transfer to a four-year school.
- Attitude of employers toward graduates of the college.
- What do the various programs offered by the school prepare students for or enable them to do? What do they learn?
- Types of jobs, salaries and job satisfaction of graduates.
- Will you lose credits, or will credits applied to your major become elective credits, if and when you transfer schools?
- The reported success and satisfaction of graduates with their jobs; and the contribution they feel that the college made to this.
- The percentage of graduates reporting that their college experiences had adequately prepared them to live in the "real world."

Instruction and Instructors:

- What teaching methods are used?
- How good is the teaching according to the students?
- What kinds of qualifications do the instructors have?
- Can you get additional help from the instructor or a tutor? Individual attention?
- The criteria used in grading.
- Academic demands on students in various programs.
- Number of students in different courses (class size).
- Availability of courses at night and on weekends.
- Student ratings of instructional facilities and equipment.
- Information about education taking place primarily outside of the classroom (internships, cooperative education, residence hall programs, field study, etc.).
- Number of freshman courses taught by students.

- Student-faculty relationship at the college.
- The percentage of their time that instructors spend on different activities.

Curriculum and Programs:

- How easy is it to change from one particular major to another, and how much time might you lose if you switch?
- When do you have to and when should you declare your major (if you are to graduate on time)?
- The requirements for graduation from each program.
- Career and transfer programs offered, and the career/employment possibilities that each program prepares the student for.
- Can the student attend part-time and earn credit toward a degree or certificate?
- For each program, how much choice do students have in course selection?
- Information on the college's continuing education program.
- Clearly defined purpose, content and difficulty of each program.
- What courses the college requires for all students?
- The minimum number of courses (or credit hours) <u>in</u> the college major required for graduation; the minimum number of courses (or credit hours) <u>outside</u> of the college major required for graduation.
- Time involved in different programs.
- Certification of different programs.
- The year in school that different students actually declare a major.
- The average number of courses (credit hours) taken by students <u>in</u> their college major; outside of their college major.

Rules and Regulations:

- Information regarding honors, probation and suspension.
- Student participation in institutional government.
- Students rights, responsibilities, and due process.
- Dress code.
- Attendance rules and regulations.

Admissions:

- The admission criteria and procedures, for the institution and for particular programs.
- The basis on which students are accepted or rejected.
- Policy and regulation regarding credit for demonstrated skill, previous education, training and experience.
- Alternatives if the student is not admitted to the program of his/her choice.

Support Services:

- Availability, cost and student ratings of different kinds of housing.
- The availability and extent of general student services (handicapped student services, advising, counseling, health services, library services, etc.).
- The availability and extent of special academic assistance (tutoring, additional help from instructors, reading and writing skill development, etc.).
- Kinds of academic, career and personal counseling available at the college.
- What kind of housing is available at or near the school and how easy is each kind to get?

Institutional Characteristics:

- Accessibility of the college by car, bus, etc.; parking availability.
- What facilities the college has.
- The specific goals and objectives of the college.
- Students' description of the general atmosphere at this college (conservative? sports-oriented? academically oriented? strict religious orientation? vocationally oriented? student centered? etc.).
- Student input to college decision-making.
- Evidence of the financial soundness of the institution and its programs.
- Percentage of the total budget that goes for different activities (teaching, research, library, student services, social and cultural activities, etc.).
- Information about the student body, i.e., race, sex, income level, geographic distribution.

Social Life/Activities:

- Information about student organizations and participation.
- Opportunities for participation in cultural, social, and recreational activities.

QUALITY STANDARDS FOR INFORMATION

While data may not be available to satisfy all of the foregoing information topics, the comprehensive information system will strive to be as complete as current formal and informal data sources allow. Information topic formats can be developed that facilitate synthesis and structure of existing data sources into consumer-useable forms, while still leaving room for new information as it becomes available.

The good system will not sacrifice accuracy and reliability through attempts to "stretch" data further than it will go in an effort to meet a defined client need. For example, there is a dearth of good data available on the job placement rates of educational program graduates. In its absence, the comprehensive system can report the stated preparatory intentions of a given program (e.g., psychology programs intend to prepare students for social service occupations.) To state otherwise (e.g., that psychology programs do prepare students for social service occupations) goes beyond the limits of the data.

The good information system focuses on insuring quality in its information. The emphasis should be on providing information that can be relied upon, not on trying to fill every client need through out-of-date numbers or conjectural statements.

Another dimension of the good information system is that it recognizes that not all of its information topics will be needed by all clients. Hence, it allows users to access the particular information they want without wading through that which they do not want. The computer's ability to instantaneously access and present a single information item from a bank of a thousand items is one reason for its popularity as an information system delivery device. However, a well-indexed book or a well-catalogued career library can perform the same function, but with more time and effort.

Regardless of information content and delivery methods, most practitioners agree that a good system's information will meet the following qualitative standards:

1. **Accuracy** -- This is akin to the statistical concept of validity. The information is what it is purported to be. It is verifiable; it is "true". Insuring accuracy requires validation; that is, standard procedures for reviewing internal consistency and for comparing against other sources.

2. **Currency** -- The information is applicable at the time of its use. Last year's airline schedules, like last year's college catalogs, may be accurate as historical documents, but clearly could be misleading to the user in the context of current use. Maintaining currency requires purging old data and adding new with whatever frequency best relates to the perishability rate of the particular data (e.g., daily?, monthly?, annually?.)

3. **Relevance** -- The information topics speak to the interests and concerns of the user. When fully

digested, the information should reduce the user's uncertainties and thereby facilitate choice and decision-making.

4. **Specificity** -- In most cases, information that is specific is more useful than information that is general. Thus, while general statements about "entrance requirements at four-year colleges", "the outlook for professional workers", or "national average wage rates for welders" are of some use, information on specific colleges, occupations, and local labor markets is of greater value.

5. **Understandability** -- The intended meaning of the information is conveyed to most users. This means that ambiguities are avoided and that the content does not exceed reading skills of the ultimate consumer, or, if that is not feasible, of counselors, aides, or translators who assist the consumer in using the information.

6. **Comprehensiveness** -- An information system may be limited as to its coverage. For example, it may cover a single state, or region, or only postsecondary educational sources, or professional careers. But within its stated scope, the user should feel confident that the information is complete -- that there are no "holes," no missing colleges, programs, or career fields.

7. **Impartiality** -- Within its scope of coverage, the information does not reflect biases. For example, information on colleges does not promote one college or type of college over another. Status distinctions between one type of occupation and another are not promoted by the system -- in content or format -- but are left to the user's own values and judgment.

8. **Cost** -- All of the foregoing standards relate to information quality. Achieving quality in each of these dimensions will incur costs. Since the resources to support an information system are limited, it is necessary to weigh the costs of the system against its effectiveness. If economies of scale are to be achieved, the system's cost per user should be considerably less than the costs of similar information services delivered through a non-system approach.

STANDARDS FOR THE INFORMATION DELIVERY SYSTEM

As has been noted, the value of information is in its usefulness to those for whom it is intended. The delivery system is the method by which the user (i.e., client) gains access to the system's information. The process of accessing information may be indirect; that is, it may be made accessible to the client through a counselor or an aide. Or the delivery system may facilitate direct interaction between the user and the information, as through user-accessible computer, microform or needle-sort delivery systems.

To be effective in assisting users in making vocational and educational plans, the delivery system or systems should possess some fairly well-defined capabilities. Based upon the Department of Labor's standards and guidelines[6] for statewide career information standards:

1. **Accessible** -- It should make information accessible to persons of varying ability and experience. A variety of people will seek to use the Network's information, making its delivery capability extremely important, particularly in systems where clients directly access information.

2. **Attractive** -- The system should enhance the attractiveness of the information provided, not only to draw users to the system, but to stimulate them to do additional exploration.

3. **Easy to Use** -- Written instructions on how to use the system should be clear and manageable and information readily accessible with minimal techincal problems. If a direct access system, instructions should be written at a reading level appropriate to the wide variety of the Network's clients.

4. **Consistent** -- If more than one delivery device (or medium) is used, the information provided by each should be consistent and not contradictory.

5. **Reliable, Available, and Applicable** -- Any hardware devices (e.g., computers, teletype terminals, microfilm reader-printers, etc.) used should be reliable, widely available at Network affiliate sites, and applicable to a variety of users.

6. **Provide Copy** -- Whenever possible, users should be able to receive a copy of the information accessed to use in future reference.

7. **Updateable** -- The delivery system should facilitate updating of the information so that old information can be purged and new information added.

8. **Satisfy Clients** -- Clients should be able to obtain the information they desire before leaving the system.

9. **Provide Access Strategies** -- A process should be provided for clients to match their interests, abilities, preferences, and aptitudes with occupations and, if appropriate, educational programs and institutions, so that they may narrow their choices down to a workable list to explore further. Clients should also be able to access information directly without using the matching (i.e., structured search) strategy.

10. **Integrative and Flexible** -- The delivery system should lend itself to being integrated into the counseling process but should also be able to provide information when counseling assistance is not necessary or available.

SOME AVAILABLE INFORMATION SYSTEMS

There are several information system models available which could be adopted or adapted to meet the needs of a state EIC program. Some are national in scope and would require local data Gathering for them to meet the standards of a comprehensive systems. Others are specific to one area, yet represent models that, with local data collection, could be transported to meet the needs of other areas. And, there are statewide career information systems, established under a combination of federal and state grant funding explicitly to meet the standards of a comprehensive system.

Resource List #8: Available National, Local, and State Information Systems

1. NATIONAL SYSTEMS

GIS -- The Guidance Information System is a commercial computerized information system, which attempts to provide specific information on all 2- and 4-year colleges in the country and includes national information on some 1300 occupations, as well as information on apprenticeships and military opportunities. GIS is

widely used in high schools and also forms the basis of some state systems. For further information, contact:

Time Share Corporation
3 Lebanon Street
Hanover, New Hampshire 03755

CVIS -- The Computerized Vocational Information System was designed for high school use but has been adapted by several colleges. CVIS has national occupational and educational information as well as the capability for using developed, on-line computer-assisted instructional units. For more information, contact:

JoAnn Harris-Bowlsbey
Towson State College
Towson, Maryland

AEL/Career Decision-Making Program -- The Appalachian Educational Laboratories has developed a model for organizing and accessing occupational data. It makes use of an index to a variety of published material and the index is based on worker trait groups of the Dictionary of Occupational Titles (DOT). It makes use of key-sort cards and is used largely in high schools. For further information, contact:

McKnight Publishing Company
Bloomington, Illinois 61701

SIGI -- The System of Interactive Guidance and Information is a computerized system which provides the user with practice in examining work related values and making occupational choices based upon these values. It contains national data on some 150 occupations. Local occupational and educational data can be developed and incorporated into the system. For further information, contact:

The Educational Testing Service
Princeton, New Jersey 08540

DISCOVER -- DISCOVER is a career guidance program designed primarily for high school-aged populations. It uses the computer to transmit "guidance and career development" tenets through interactive modules. Its heavy guidance orientation makes DISCOVER more of a guidance system than a pure information system. For more information, contact:

JoAnn Harris-Bowlsbey
Towson State College
Towson, Maryland

2. LOCAL SYSTEMS

Occupational and educational information systems have also been set up specifically to meet the needs of a single community or region. Following are some examples of these:

VICS -- The Vocational Information through Computers Systems, is operated by the Philadelphia Public School System. It serves the high schools of the area, as well as career centers operated by the city library system and two local community colleges. It includes data on 450 occupations, and job search data on 2,800 employers. Educational data is provided for institutions in Pennsylvania and neighboring states. For further information, contact:

Project VICS
School District of Philadelphia
Division of Instructional Systems
5th and Luzerne Streets
Philadelphia, Pennsylvania 19140

CBEOC -- The Computer Based Educational Opportunity Center is operated by the City University of New York, and operates a number of satellite centers throughout the city. The system provides data on 350 occupations, and listings of over 3200 educational and vocational programs. The system also includes information on social service agencies, day-care facilities, and sources of financial aid found in New York City. For further information, contact:

Computer Based Educational
Opportunity Center
101 West 31st Street
New York, New York 10001

ECES -- The Education and Career Exploration System operates in Genessee Intermediate School District in Flint, Michigan. ECES IV, the latest version, has 400 occupations with job samples, educational information and decision-making modules. For more information, contact:

Genessee Intermediate School
District
2413 West Maple Avenue
Flint, Michigan 48507

Project ACCESS -- At the other end of the spectrum from the foregoing examples is project ACCESS in Ukiah, California, a counseling center serving a

rural and isolated region. ACCESS found the most effective manner in which to meet the information needs of their largely rural clientele was to develop their own system from published sources, from direct survey of employers, and by solicitation of information from workers. This is the only known case of the systematic incorporation of worker data -- the subjective views of job holders about their work environments -- into an occupational information system. ACCESS information is not computerized, but future plans are to adopt California's statewide career information system and incorporate the ACCESS data into the localized files. For further information, contact:

Project ACCESS
Center for Education and Manpower Research
Box F
Ukiah, California 95482

VIEW -- Vital Information for Education and Work is a microfilm system that is used in some 30 states. Generally supported through State vocational education funds and coordinated by the State Department of Education, VIEW systems use aperture cards and traditional microfilm readers to provide occupational and educational information. VIEW is used primarily in high schools. VIEW system users have a nationwide consortium which includes a central clearinghouse of information on 25 member states. For further information, contact:

Bill Wooley, President
National Consortium of Career Information Services
Center for Career Development Services
Knott Building
Tallahasee, Florida 32304

3. STATE SYSTEMS

Statewide occupational and educational information systems are now operational in Alabama, California, Colorado, Iowa, Massachusetts, Michigan, Minnesota, Nebraska, Ohio, Oregon, Washington, and Wisconsin.

Statewide information systems are based upon the information and delivery standards previously set forth. What specifically distinguishes them from other systems and is particularly germane to building a statewide Network of Educational Information and Advisement Services

is their organizational frameworks. Nearly all of these systems are organized as consortia or non-profit organizations of key data producing agencies in the state (e.g., Employment Service, State Department of Education, Higher Education Agency, etc.) and of the schools and agencies whose clients use the system. Policy is set by an elected board of directors, composed of both data producers and users, thus keeping the system close to those who provide the data and those who ultimately use it.

In most instances, agencies using the statewide systems pay a user fee which provides on-going support for the system.

These organizational features of the statewide systems have applicability to the Network of Educational Information and Advisement Services not only as a possible "nome" for the Network (as described in Chapter VII), but also as a useful and proven organizational technique for successful implementation and long-range support of a comprehensive information system.

From a computer software vantagepoint, a number of states have adapted the **Career Information System (CIS)** model developed at the University of Oregon, while some have adopted the **GIS system**, or developed their own models. The CIS model provides occupational data on from 250 to 300 occupations, usually localized for the major regions and labor markets in the state. Descriptions of from 130 to 300 organized programs of study are also provided, along with considerable information about all postsecondary and vocational schools within the state.

For more information about the various statewide systems, contact:

Alabama
Alabama Occupational Information System
901 Adams Avenue
First Alabama Bank Building
Montgomery, Alabama 36104

California
EUREKA, The California Career Information System
Diablo Valley College
Pleasant Hill, California 94523

Colorado
Colorado Career Information System
Willard Administration Center
University of Colorado
Boulder, Colorado 80302

Iowa
Career Information System of Iowa
Guidance Services Section
Grimes States Office College
Des Moines, Iowa 50319

Massachusetts
Massachusetts Occupational Information System
60 William Street
Wellesley Hills, Massachusetts 02181

Michigan
Michigan Occupational Information System
P.O. Box 928
Lansing, Michigan 48904

Minnesota
Minnesota Occupational Information System
670 American Center Building
St. Paul, Minnesota 55101

Nebraska
Nebraska Career Information System
Henzlik Hall, Box 33
University of Nebraska
Lincoln, Nebraska 68588

Ohio
Ohio Career Information System
145 South Front Street
Columbus, Ohio 43216

Oregon
Oregon Career Information System
247 Hendricks Hall
University of Oregon
Eugene, Oregon 97403

Washington
Washington Occupational Information Service
Science Lab #2
The Evergreen State College
Olympia, Washington 98505

Wisconsin
Wisconsin Occupational Information Service
321 Education Building
University of Wisconsin
Madison, Wisconsin 53706

IMPLEMENTING AN INFORMATION SYSTEM

There are three alternatives available to the Network for implementing a comprehensive career information system: 1) **Develop** a new system that meets the Network's needs; 2) **Adapt** an existing system to meet the defined information needs of the Network's clients; or 3) **Adopt** an existing system. Which strategy to pursue should be based upon: a) the identified needs of the prospective users of the system; b) the resources available for implementing and maintaining a high quality system; and c) the ability of the Network to play a catalytic role by getting others interested and involved in supporting the implementation and on-going costs of a comprehensive system.

DEVELOPING A NEW SYSTEM: Most practitioners agree that developing a new system is the most costly of the alternatives. Starting a new system fails to capitalize on the techniques and procedures already established and operating within existing systems. If computers are chosen as delivery devices, information file formats and accessing strategies would have to be developed; computer programs fully developed, written and tested; occupational and educational information developed from scratch; and the developed system completely evaluated before it is implemented full scale. Full scale development is costly both in terms of money ($700,000 is a reasonable

first-year figure for an average size state) and time (three years to develop, field test and begin to operationalize).

Hence, unless unusual resources allow for more rapid and less costly development, most states would be wise not to develop an information system from the ground up. "Unusual resources" might include an exceptionally good research program in the state that already provides much of the necessary information for a comprehensive system; a statewide computer network with timeshare capability and terminals already in place in a variety of user sites including prospective Network affiliates; and/ or, considerable experience in coordinated information delivery through other media (e.g., microforms).

ADAPTING A SYSTEM: Most practitioners agree that the most efficient way to implement a system in a new state is to **adapt** an existing system. By selecting an existing sytem, the Network would be able to concentrate its efforts on adapting the system to meet the defined particular needs of the state. Time and money will be saved over developing a new system and quality better assured.

Again using the example of a computerized system to demonstrate adaptation processes, information file formats and the computer programs of an existing system could likely be used as is or with slight modifications, saving considerable time and money. Staff assigned to the system could concentrate their efforts on localizing the system's information to reflect the state's labor market and educational institutions and offerings.

Even at that, some of the information in the system being adapted would be useful as is (e.g., air traffic controllers perform essentially the same job duties in New Jersey as they do in Iowa), thereby reducing time and costs for developing information. Adapting an existing system will reduce money and time costs by at least one-half of the costs to develop a new system, with "bottom-line" figures depending upon the system chosen, extent and quality of existing local data sources and the availability of appropriate delivery devices (e.g., computers if a computer system, microfilm readers if a microfiche system, etc.).

ADOPTING A SYSTEM: The alternative to developing or adapting a system is to **adopt** an existing system essentially as is. There are two situations in which a State Network of Educational Information and Advisement Services might find adopting an existing system useful. They are:

- **When the Network's financial and human resources alone or in concert with others will not support full scale development or adaptation of an existing system.** In this case, the Network may choose to lease rights to one of the national systems identified above. The advantages are that the Network would have an information system to put in place immediately at annual costs considerably lower than those associated with developing or adapting a system. Annual costs for leasing a national system and providing it to local service affiliates would likely run $20,000 to $75,000 -- beyond computer delivery costs -- depending upon the system selected and the number of user sites. The disadvantages are that national systems provide national information and are, therefore, less relevant to local labor market conditions as well as in providing the level of detail and accuracy of educational information that can be achieved by a state maintained information system.

- **When a comprehensive information system already exists in the state.** Statewide career information systems exist or are being implemented in some 15 states. These systems are based on the information and delivery standards previously described. In the states in which they exist, there likely will not be a need for the Network itself to develop occupational and educational information. Rather, the Network can and should use the services of the existing system and foster their continued development to see that the Network's clients' information needs are fully met. Still other information systems exist that have been developed to serve a specific area, such as the Computer Based Educational Opportunity Center operated by the City University of New York. If one of these systems exists in the state, its service scope might well be expanded to serve as the Network's information system.

DECIDING HOW TO IMPLEMENT: Developing a new system or adapting an existing one will require considerable resources. Such considerable sums likely will be beyond the Network's resources. However, other agencies and services outside the Network will have a use for the system once it is developed. The Network can be a catalyst for starting a comprehensive system and pooling the resources of human state service agencies to support the system. Or support of a comprehensive system can be a rallying point around which others are encouraged to join the Network.

State CETA offices as well as local prime sponsors, high schools (and therefore the State Department of Education), community and four-year colleges as well as the State Occupational Information Coordinating Committee all have an

interest in and a need for a comprehensive information system. As with statewide information systems, the costs for implementing a system could be borne jointly by intrested parties or resources leveraged jointly from existing resources. (See Chapter VIII for some funding alternatives). In either case, the Statewide Service Network can play a key, catalytic role in seeing a comprehensive system implemented.

In the final analysis, whether to develop a new system, adapt an existing one to meet the state's needs or adopt one as is, should be determined by considering a variety of factors. Among the most important of those factors is whether or not a system currently exists in the state that will meet the Network's client needs and that can be implemented by Network service affiliates. In the absence of an "in place" system, states will have to determine whether to adapt, adopt or develop on the basis of client needs and the resources available in the form of funding, personnel and ability to link together with others to fully support a comprehensive system.

Given this assessment, existing systems or proposed new ones can be measured against content, appropriateness of delivery method(s), and overall service quality.

COMPUTERS AS INFORMATION DELIVERY DEVICES

The foregoing list of comprehensive information systems attests to the popularity of computers as delivery devices. As computers have become more widely available and less costly, they have been accepted as legitimate tools for use in education generally, and, more recently, in providing guidance and related information services.

Generally, computerized information systems are of the on-line variety. On-line computer systems utilize a central (or several) time-share computers with "hook-ups" to teletypewriter terminals or TV-screen-type terminals located in local user sites. The operating components of these systems include:

1. the central computer;

2. either teletypewriter terminals or TV-screen-type terminals;

3. cables or telephone lines which "hook" the terminals up with the central computer;

4. sets of information files and interactive dialogue located in the central computer and "called up" on command by a user stationed at a terminal; and

5. computer programs which conrol user inputs, the computer's pre-designed interactive dialogue, and access to the information files.

The advantages to using computerized information systems are:

1. They are **attractive** and can be made **fun** and **easy to use**, enhancing the desirability of the information system;

2. They can **store** vast quantities of information;

3. They can **retrieve** information quickly and accurately, providing exactly the same information response to the same inquiry every time;

4. They can **match occupations, educational programs, or institutions to the user's preferences, abilities and/or requirements** rapidly and accurately, whereas human matching is slow and subject to error and omission;

5. They can **handle many users simultaneously**, in a variety of locations, and for 24 hours a day, with speed and accuracy;

6. They allow for **quick and easy updating** of information, facilitating maintenance of accuracy and currency for even the most perishable information;

7. They have a **print-out capability**, allowing users to walk away with a copy of the information they have requested.

Their advantages greatly outweigh their disadvantages if appropriate measures are taken to compensate for potential problems. Good design, efficient management, and multiple use to keep per user costs down are among the measures that will help guarantee the effectiveness and efficiency of computer systems. Among the potential problems are:

1. They are only as effective as the resources that have gone into them. Poor design and/or inaccurate or unreliable information quickly offset their advantages.

2. Computer programming is expensive, but for information maintenance, reproduction and widespread distribution, they are most often more economic than the conventional secretary-mimeo machine-filing cabinet-manual retrieval process for printed information.

3. They may tend to intimidate users, particularly initially, which can be overcome through a well-developed, easy to operate system and training and experience.

4. The formatting requirements of computers often require condensing information which may make dissimilar information appear more similar than it is.

5. They generally are not stand-alone systems. While many computerized systems are designed to be accessed by users directly and without assistance, they must be integrated into on-going counseling and guidance programs to be optimally effective.

JoAnn Harris Bowlsbey, after surveying several existing computerized information systems concludes that these information delivery systems are practically and not just theoretically workable. She reports that evaluation data from several computer-based systems reveals that users "a) have gained an increased awareness of the world of work, b) have received a large amount of information about vocational and educational alternatives, c) have expanded the number of their vocational options, d) feel a greater ability to make vocational decisions, e) prefer computer exploration of occupational information to exploration by the traditional book and filing cabinet approaches, f) feel that they can more clearly relate ability and interests to occupational choices, and g) have gained in specific knowledge about specific occupations."[7]

Other studies of computerized systems have reached similar conclusions, making computerized information systems attractive, efficient and proven methods for delivering career information.

A VISION OF AN INFORMATION SYSTEM FOR THE NETWORK

The vision of the comprehensive service Network includes the provision of comprehensiveness, localized occupational and educational information to the Network's clients. If a quality career information system exists in the state, the Network should assist in seeing that local service affiliates gain access to it. If a system does not exist, the Network should implement one, or, at the least, play a leadership role within the state in seeing one implemented. Preferably an existing system will be adapted to meet the state's needs. Building a new system, as has been seen, is not the most cost-efficient way; and adopting a national system without adapting it will not provide the breadth of locally relevant information that the Network's clients as well as other users will need.

This vision would find states that must implement a system having a central staff responsible for adapting the chosen system and for developing and maintaining occupational and educational information. As it evolves, the system would be made available to Network affiliates as well as other agencies whose clients can use high quality career information (e.g., high schools, non-Network social agencies).

Economies of scale would be achieved because significant costs attached to developing and maintaining high quality career information would be borne only once. Either all user agencies of the Network's information system or those not attached to the Network could be assessed a fee for use of the system, thereby providing added resources for maintaining the system. Assessed fees would be significantly lower than the costs associated with developing information of similar quality at the local level.

Left to local Network affiliates would be the equally important tasks of:

1. Providing input into what specific information ought to be provided by the system as determined by local needs assessments and experience with clients;

2. Augmenting the centrally developed information with locally developed information on informal learning opportunities available within the local service area (e.g., who offers Yoga, or Fly Tying? When? Where? At what cost?);

3. Setting standards for selecting which informal learning opportunities ought to be referenced to clients (e.g., there are "fly-by-night" Yoga instructors, too, from which clients ought to be protected); and

4. Providing the counseling and advisement services necessary to assist clients in processing the information and in making educational and career decisions.

This vision would have the system's information delivered by several media -- microform or microfiche, needlesorts and hard copy -- but would rely on computers, largely because of their ability to store, retrieve and update vast amounts of information. The system's user agencies would have the opportunity to select among the various delivery media, depending upon their proximity to a computer, client needs, and financial wherewithal.

Resource List #9: Resources for a Local Career Library

With or without a comprehensive information system, local service affiliates may want to develop their own library of educational and occupational information or assist a local library in developing a good selection. Without a comprehensive information system, a career library becomes the local affiliate's information bank. With a system, the library will still provide valuable additional information for both counselor and client use.

Keys to developing a good career library go beyond stocking it well. It must also be well-cataloged for ease of use and routine purging must occur to eliminate out-of-date material. Maintaining currency of the information on hand is too often overlooked. Because books and periodicals stand up physically over time, there is a tendency to believe that their substance does, as well. At least once a year, old school catalogs and out-of-date publications on occupations should be purged and replaced to maintain a library's currency.

A. SOME SOURCES OF OCCUPATIONAL INFORMATION

National Publications

The Dictionary of Occupational Titles. This standard reference, which includes more than 20,000 job titles and descriptions, is developed by the Employment Service technical staff in the United States Department of Labor, based upon data gathered by field centers around the United States. A fourth edition was issued in 1977. Available from Superintendent of Public Documents, U.S. Government Printing Office, Washington, D.C. 20402 for $12.00.

Education and Work. Biweekly news service on career education and the partnership of educators and employers ($75 per year).

Capitol Publications, Inc.
Suite G-12
2430 Pennsylvania Avenue, NW
Washington, D.C. 20037

The Encyclopedia of Careers and Vocational Guidance. This privately produced reference work is similar to the Occupational Outlook Handbook, by Willam E. Hopke. A two-volume set describing industries by job classifications and specific careers within areas of work, with descriptions of requirements, methods of entry and future job outlook. J. G. Ferguson Publishing Co., 1975.

Federal Job Letter. A bi-monthly publication which lists federal civil service openings and a few short articles about government jobs. A good source for people seeking civil service employment. Federal Systems, Inc. Publishing Co., Reston, Virginia.

Manpower and Vocational Education Weekly. ($117 per year) Available from:

Capitol Publications, Inc.
Suite G-12
2430 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

Occupational Guidance Series. A set of forty spiral notebooks with occupational information, twenty job titles in a set with description of work, salary, history, working conditions, education, advantages and disadvantages, and a few questions to test interests for each particular job. Finney Publishing Company, Minneapolis, Minnesota.

The Occupational Outlook Handbook. Prepared bi-annually by by the Bureau of Labor Statistics (BLS) staff of the United States Department of Labor, this handbook provides information at the national level on nearly 400 occupations. Topics include duties, training, outlook and earnings. It is revised every two years. The BLS also publishes quarterly supplements to the **Handbook** as well as national and local summaries of wage surveys, studies of fringe benefits and other topics of interest to counselors. Available for $7.00 from Superintendent of Public Documents and from Bureau of Labor Statistics Regional Offices:

1603 JFB Federal Building
Government Center
Boston, Massachusetts 02203

Federal Office Building
230 S. Dearborn
Chicago, Illinois 60604

1371 Peachtree N.E.
Atlanta, Georgia 30309

450 Golden Gate Avenue
Box 3617
San Francisco, California
94102

Occupational Outlook for College Graduates. Reprinted from the **Occupational Outlook Handbook.** Includes occupations of interest to high school or college graduates arranged in occupational clusters. United States Bureau of Labor Statistics. Available from Superintendent of Public Documents.

Occupational View Deck. A self-administered testing device used to sort out specific career categories based on temperaments, interests, education, working conditions, and physical demands of jobs according to the Dictionary of Occupational Titles. Available from Chronicle Guidance Publications, Moravia, New York.

Occupations Monthly Bulletin. Monthly bulletin showing occupations offering the largest number of job opportunities at employment service offices in major cities across the nation. Published and available from Office of Technical Support, U.S. Employment Service, Employment and Training Administration, Washington, D.C.

"Occupations in Demand at Job Service Offices". Published specifically to serve jobseekers and young people preparing to enter the labor market. Published and available from Office of Technical Support, U.S. Employment Service, Employment and Training Administration, Washington, D.C.

State and Local Publications

In most states, labor market information on major occupations in the form of Occupational Guides or Job Briefs, is prepared either by state agencies such as the Employment Service, or by local educational agencies such as the county school office. These usually include duties, preparation and training, entry requirements, wages and outlook. In some cases, the information is localized for specified labor market areas within the state. They are often state compendiums of requirements for apprenticeable occupations, and for state licensed occupations. Many states publish estimates of employment and projections of anticipated openings by occupation, as part of the federal-state Occupational Employment Statistics program (OES). These estimates are not particularly meaningful to most users, by themselves, but in conjunction with other data, such as the number of graduates of local training institutions, provide a valuable input to analyses of outlook by occupation.

Specific Employers

Published information is also available on occupational opportunities with specific employers. These include such compilations as the Federal Career Dictionary, the Military-Civilian Source Book, which covers federal civil service and military careers, and the Career Opportunity Index, which lists major employers and career opportunities in California.

B. SOME SOURCES FOR EDUCATIONAL INFORMATION

School catalogs compose the major source of published educational information and at least those of local institutions should be kept on hand by the local center. Additional published sources of educational information that many practitioners have found useful include:

Allied Medical Education Directory 1976-77
Chicago, Illinois: American Medical Association, 1976
This directory details programs of 26 medical related occupations, where to find them, length of program, accreditation, etc.

Accredited Institutions of Postsecondary Education
American Council on Education, Washington, D.C.: Publications Division, 1977
A comprehensive list of postsecondary institutions accredited by member associations of the American Council on Education. It also gives accreditation by professional associations of departments within the institutions.

American Trade Schools Directory
Queens Village, New York: Croner Publications, Inc., 1977
A directory of trade, technical and vocational schools arranged by subject and state, updated periodically.

Barron's Profiles of American Colleges
Woodbury, New York: Barron's Educational Series, Inc., 1978
Published annually and available through publisher as well as many retail book outlets.

Career Guidance Resources
Columbus, Ohio: Center for Vocational Education, Ohio State University, 1977
A reference book containing over 500 abstracts of published materials, on careers and career guidance. Cost of $16.50 and available from Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio.

Chronicle College Charts
Moravia, New York: Chronicle Publications
Vital facts on colleges nationwide. Covers enrollment, admissions, costs, financial aid.

Chronicle Guide to External and Continuing Education
Moravia, New York: Chronicle Guidance
Minifacts on these programs nationwide, information on undergraduate credit, and non-credit education, correspondence study and external degree programs.

Chronicle Guide to Four-Year College Majors
Moravia, New York: Chronicle Publications
Cross-reference of programs nationwide. Covers academic and professional undergraduate and graduate degree programs.

The College Blue Book
New York, New York: Macmillan Publishing, Inc. 1978
A five volume set with narrative information about institutions of higher education; courses are categorized by school and subject matter.

College Counseling for Transfers
Moravia, New York: Chronicle Publications
Quick nationwide information for transfers; basic facts on requirements.

The College Handbook
Princeton, New Jersey: The College Board Publications, 1978
This book gives an extensive narrative of the colleges and lists precise offices of the colleges for more information. Published annually, it is available for $8.95 from The College Board Publications, Box 2815, Princeton, New Jersey 08541.

The College Handbook Index of Majors
Princeton, New Jersey: The College Board Publications, 1978
Index organized by major curriculum subjects, telling which colleges offer which majors. Available from The College Board Publications for $6.95.

College Placement and Credit by Examination
Princeton, New Jersey: The College Board Publications, 1978
Reports the policies of over 1,500 college and universities on granting placement and credit through Advancement Placement and CLEP. Available from The College Board Publications for $6.95.

The Correspondence Educational Directory
Oxnard, Ca.: Race Publishing Co., 1976
A comprehensive listing of courses offered by correspondence including technical schools.

Cross, Wilbur, **The Weekend Education Sourcebook**
New York, New York: Harper and Row, 1976
Discusses and inventories a variety of short, residential programs for adults. Available from Harper and Row for $6.95.

Continuing Education: A Guide to Career Development Programs
Gaylord, 1977
Description of continuing education programs at some 2000 schools, colleges, and other institutions arranged geographically and by career/subject.

Directory of Accredited Home Study Schools
Washington, D.C.: National Home Study Council, 1977.
A pamphlet which lists those home-study courses which are accredited and by which accrediting associations.

Explaining Financial Aid to Students and Parents
Princeton, New Jersey: The College Board, 1978
Includes 55 color slides with explanatory booklet and cassette script to assist students in applying for financial aid. Availble from The College Board Publications for $22.00.

Going Right On
Princeton, New Jersey: The College Board, 1976
Provides information to minority students on pursuing a higher education. Available from The College Board Publications for $6.00 per 50 copies.

Graduate Record Examination Board
GRE Graduate Programs and Admissions Manual
Cross-reference of programs and vital facts nationwide.

Guide to American Graduate Schools
New York, New York: Viking Press, Inc., 1975
A listing of specific graduate and professional programs along with entrance requirement for each school and degrees offered within each program.

Guide to Educational Programs in Noncollegiate Organizations

Albany, New York: New York State Department of Education, 1977

A guide similar to the Armed Service Guide, lists courses and training programs offered by major U.S. companies and recommended college credit. Available from $7.00 from New York State Department of Education, 99 Washington Avenue, Albany, New York 12230.

Guide to the Evaluation of Educational Experience in the Armed Services

Washington, D.C. American Council on Education, 1977

A comprehensive listing of courses available in the military and recommended equivalent college credit. A good source for veterans returning to school who are unaware that they can receive college credit.

Guide to Two Year Colleges

Moravia, New York: Chronical Publications, 1976

A good source of quick information to find two year college majors.

Herbert, Tom and Coyne, John

Getting Skilled: A Guide to Private Trade and Technical Schools

New York, New York: E.P. Dutton Co., 1976

A new look at proprietary schools, their purpose and credibility. Information on schools based on interviews with students and administrators.

Jensen, Jr.

College by Mail

New York, New York: Arco Publications, 1972

A quick reference for listing of college credit and non-credit courses offered by correspondence. This book also includes high school and graduate courses available through correspondence.

Jones, John Harding

Correspondence educational directory: A directory of higher education at lower cost

Racz, 1976

Lists educational opportunities in the U.S., England and Canada for high school through doctoral levels.

Landicina and Traumutoala

Guidebook for Students Rights: How to Get the Most for your Educational Dollar

Cedar Knolls, New Jersey: Universal Graphics Corp., 1975

Learning Resources Center

Innovative Graduate Programs Directory, Second Edition

Empire State College, 1976

A strong motivation for graduate study, includes location, contact person, description of programs and accreditation information

Lovejoy's College Guide

Shrewsbury, New Jersey: Lovejoy's College Guide, Inc.

Mitchell, Joyce Slayton

I Can Be Anything: Careers and Colleges for Young Women

Princeton, New Jersey: The College Board, 1978

Includes discussion of 108 career areas, what education and personal skills are needed and which colleges award the most degrees to women. Available from The College Board Publications for $7.95.

National Directory of External Degree Programs

Machias, New York: Hemisphere Press

Life experience, equivalency exams, military training, correspondence courses, independent study.

National University Extension Association

Guide to Independent Study Through Correspondence Instruction - 1977-79

Princeton, New Jersey: Peterson's Publications

Catalogues of correspondence courses offered for degree credit at 68 accredited private institutions and state universities.

Nyquist, Ewald B.; Arbolino, Jack N.; and Hawes, Jean R.

College Learning, Anytime, Anywhere

New York, New York: Harcourt, Brace, Jovanovich, 1978

Describes ways to earn course credits and college degrees by studying off campus and through special examinations.

On Campus/Off Campus: Degree Programs for Part- Time Students

Princeton, New Jersey: Peterson's Publications

Inventory of all fully accredited degree programs in nearly 2,000 colleges and universities for students who attend classes only on weekends, evenings, or on a short-term basis. Available for $4.00 from Peterson's Publications, 228 Alexander St., Princeton, New Jersey 08540.

The PER Report
Fairfax, Virginia: Postsecondary Education Resource, Inc., 1977
A newsletter updating current events in post-secondary and continuing education (bi-weekly).

Peterson's Annual Guide to Graduate and Undergraduate Studies
Princeton, New Jersey: Peterson's Guides, Inc., 1978
A six volume set which describes U.S. and Canadian undergraduate, graduate and professional schools in eight major program areas. Full set of six paperbacks is $75. Contact: Peterson's Guides, Inc., 228 Alexander Street, Princeton, New Jersey 08540.

Sosdian, Carol P. and Sharp, Laura M.
Guide to Undergraduate External Degree Programs in the United States
Washington, D.C.: National Institute of Education, 1977
Describes 134 accredited or approved organizations sponsoring external degree programs. Available free from NIE, Career Preparation Division, Room 601, 1200 19th Street, N.W., Washington, D.C. 20208.

Sprouse, Betsy M., Ed.
National Directory of Educational Programs in Gerontology
Washington, D.C.: U.S. Government Printing Office, 1976
Describes degree programs, courses, training services and research in gerontology. Available from Superintendent of Public Documents for $9.35.

Thomson, Frances Coombs, ed.
The New York Times Guide to Continuing Education in America
The information may be slightly dated, but there are specific addresses for continuing education programs at colleges, universities, trade and technical schools, nursing schools and associations which have an interest in continuing education.

C. SOME GENERAL SOURCE MATERIAL FOR A CAREER LIBRARY

American College Testing Program
The College Planning/Search Book, a Guide for Students, Parents and Counselors
Iowa City, Iowa: ACT
A college compendium available through order at $5.00 per copy from ACT, Box 808, Iowa City, Iowa 52240.

Arbeiter, Solomon
Career Transitions: The Demand for Information
Washington, D.C.: NIE, Education and Work Group Report on the Career Counseling Project in Providence, Rhode Island. Available from The College Board.

Arnstein, G.
"Ph.D. Anyone?"
From **American Education** , July 1974.

Bolles, Richard
What Color is Your Parachute?
Berkeley, Ca.: Ten Speed Press, 1977
The best-recognized source of self-help for career guidance or self-assessment and job-search techniques. A necessity for any adult counseling service.

Campbell, David
If you Don't Know Where You're Going, You'll Probably End up Somewhere Else
Niles, Illinois: Argus Communications, 1974
A book for people who have little or no direction. One of the best career and life-planning books available. Thought-provoking and enjoyable reading.

Center for Vocational Education
Career Guidance Resources
Columbus, Ohio: Ohio State University
Reference book containing over 500 abstracts of published materials on careers and career guidance.

Center for Vocational Education
Career Resource Centers
Columbus, Ohio: Ohio State University
A how-to book on planning, developing, and managing career information and guidance centers.

Corwen, Leonard
Your Resume: Key to a Better Job
New York, New York: Arco Publishing Co., Inc., 1976
A good source for resume writing, especially for the recent graduate with little experience.

College Scholarship Service
Meeting College Costs
New York, New York, College Entrance Examination Board, 1974

Crystal, John, and Bolles, Richard
Where Do I Go From Here With My Life?
Berkeley, Ca.: Ten Speed Press, 1976
A step-by-step procedure for self-assessment of values, skills and interests.

Curtis, Jean
Working Mothers
Debunks many of the myths regarding working mothers. Will help many women cope more successfully with their demanding dual role.

Donaho, Melvin, and Meyer, John
How to Get the Job You Want
Englewood Cliffs, New Jersey: Prentice-Hall, 1976
A good resource for the job-hunter; interviewing strategies, tips on resume writing, and how to find jobs in the hidden job market.

Finding a Job You Feel Good About
Niles, Illinois: Argus Communications, 1977

German, Donald R.
Successful Job Hunting for Executives
How to get a better job and cope with the unemployment blues.

Gray, Eileen
Everywoman's Guide to College
Especially for women returning to college.

Greco, Ben
New Careers for Teachers: A Step-by-Step Guide to Finding a New Job That is Right for You
Geared to teachers, but useful to anyone, this book presents good information on the process of skills identification and industry analysis. Includes a list by field of principal organizations to contact for further information.

Haldane, Bernard

Job Power Now! The Young People's Job Finding Guide

One of the keys to vocational success is creating a convincing picture of your functional skills. Locating potential employers is another. This excellent manual teaches both.

Hecht, Miriam and Traub, Lillian

Alternatives to College

A book for the person who didn't go to college, isn't interested in college, or can't afford to go to college. It provides ideas and ways of exploring alternatives such as self-employment, the armed services, apprenticeships, etc.

Heffernan, James M.

Educational and Occupational Counseling and Information Systems for Adults

Report of a conference held at Rosslyn, Virginia in 1976. Discusses adult learners, information delivery, evaluation and funding policies for federal agencies.

Heffernan, James J.; Macy, F.U.; and Vickers, D.F.

Educational Brokering: New Services for Adult Learners

Syracuse, New York: National Career for Educational Brokering, 1976

An excellent description of the organization of an educational brokering center and career counseling service from the initial stages of development.

Higginson, Margaret V.

The Ambitious Woman's Guide to a Successful Career

Commonsense advice to help overcome the obstacles.

Holland, John

Making Vocational Choices: A Theory of Careers

Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973

Holland's theory is appropriate in helping an individual to identify personality traits and environments. By classifying occupations, a person is able to explore categories of these occupations suitable to his/her personality.

Hooker, D., and Fleming, A.

Me and Jobs

New York: Educational Design, Inc., 1974

Irish, Richard
Go Hire Yourself an Employer
Garden City, New York: Anchor Books, 1973
Irish lets you in on the secrets of making yourself indispensable to your potential employer. The techniques of placing yourself into the hidden job market pool are also discussed.

Jackson, Tom and Mayleas, Davidyne
The Hidden Job Market
New York, New York: Quadrangle/The New York Times Book Co., Inc., 1976
An excellent book for the unemployed. It contains a guide for self-exploration and evaluation, strategies for finding and landing jobs and information and resources available for job searches.

Jameson, Robert
The Professional Job Changing System
Verona, New Jersey: Performance Cynamics, Inc., 1976
The complete guide to changing jobs and/or careers. This volume is mostly for professionals, goes through every step in the job/career changing process. It also lists legitimate executive search firms.

Keefe, John
The Teenager and the Interview
Hints on preparing for the job interview and writing a resume. how to get "working papers" if you're under 16. A brief guide to wages, unions, and other employment laws.

Kennedy, Eugene
If you Really Knew Me, Would you Still Like Me?

Niles, Illinois: Argus Communications, 1975

Klein, Bernard
Guide to American Directories
Rye, New York: Bernard Klein Publications, Inc., 1975
Over 5200 directories are included in this bibliography, sections on education and employment are especially useful for collection development.

Lakein, Alan
How to Get Control of Your Time and Your Life
Decide how you want to spend your life; assign

a value to each day's tasks and continually ask, "What is the best use of my time right now?"

Lathrop, Richard
Who's Hiring Who
Berkeley, Ca: Ten Speed Press, 1977
An excellent guide to all facets of job hunting skills, including self-assessment, resume writing and interviewing procedures. The chapter on resumes is particularly helpful with the resume of the non-professional.

Lembeck, Ruth
Job Ideas for Today's Woman
The prospect of returning to the work force after a long absence can be discouraging. Regardless of title, or format, this book offers 1000 options to the woman who thought there was nothing she could do.

Lembo, John
Help Yourself
Niles, Illinois: Argus Communications, 1977

Lenz, Elinor
So You Want to Go Back to School: Facing the Realities of Reentry
Psychological and practical preparation for "reentry", including career and educational planning, traditional and non-traditional alternatives, learning resources, study skills and financial aid.

Loughary, John
Career and Life Planning Guide
This book does a very effective job of outlining the impact of life stages on career planning. Another strength lies in how thoroughly it investigates functional skills.

Making the Most of Your Talents
New York: Guidance Associates, 1976

Malnig, Lawrence, and Morrow, Sandra
What Can I Do With A Major In. . .?
Jersey City, New Jersey: St. Peter's College Press, 1976
This book suggests beginning points for the exploration of possible career alternatives for specific college majors.

McGravie, A.
It's Easy to be Liked
Minneapolis, Minnesota: Finney Company, 1974

McKay, Ernest, ed.
The Macmillan Job Guide to American Corporations
New York, New York: The Macmillan Company, 1967
This book lists 260 corporations with job opportunities related to academic fields of study; degree requirements for entry-level positions giving locations and descriptions of training programs available.

Miller, S.; Nunally, E.; and Wackman, D.
Alive and Aware
Minneapolis, Minnesota: Interpersonal Communications Programs, Inc., 1974

Mitchell, Joyce
I Can Be Anything: Careers and Colleges for Young Women
College Board, 1978
Discusses women's roles past and present and factors to consider before choosing a career or selecting a college.

Nash, Katherine
Get the Best of Yourself
New York, New York: Grosset and Dunlap, 1976
This book helps an individual determine his/her "success pattern" with exercises to identify strengths and clarify uncertain goals. A good guide for career decision-making which also covers resumes, job-hunting and interviewing.

Noer, David
How to Beat the Employment Game: Secrets of the Personnel Recruiters
How to outwit the professional recruiters of Big Business.

Paralegals: A Resource for Public Defenders and Correctional Services
Washington, D.C.: U.S. Government Printing Office, 1976
An in-depth report on this profession examining the role of the paralegal, the kinds of paralegals and schools for paralegal training.

Phillips, P., and Cordell, F.
Am I OK?
Niles, Illinois: Argus Communicatons, 1975

Powell, John
Better Personal Relationships through Honest Communication
Niles, Illiois: Argus Communications, 1974

Prince, Judith Sosebee
How to Decide: A Guide for Women
College Board, 1976
Decision-making techniques for women making the transition from home to job.

Saterstrom, Mary H.
Educator's Guide to Free Guidance Materials
Randolph, Wisconsin: Educators Progress Service, Inc., 1977
A multi-media guide devoted exclusively to free guidance and counseling materials. Lists, classifies, and provides complete information on sources, availability and contents of materials for use in secondary and postsecondary counseling.

Scholz, Nelle T.
How to Decide: A Guide for Women
Developed in a career decision-making course for college women, this workbook takes you through the process of weighing your options and choosing the best career for you.

Schwartz, Felice N.
How To Go To Work When Your Husband Is Against It, Your Children Aren't Old Enough, and There's Nothing You Can Do Anyhow

Slick, James M.
Career Bibliography
University Park, Pa: Career Development and Placement Center, Pennsylvania State University, 1977
This reference lists more than two thousand sources offering over 5,000 free or inexpensive materials on occupational information arranged alphabetically by career field and indexed by the DOT.

Splaver, Sarah
Nontraditional Careers for Women
Information on such nontraditional careers for women as railroading, professional football, and telephone linepersons.

Splaver, Sarah
Nontraditional College Route to Careers
Covers correspondence study, external degrees, experiential credit, and other innovative ways to get a degree.

Splaver, Sarah
Your Career If You're Not Going to College
How to find your true interest and abilities, how to find the best job for you and how to keep it and advance in it -- without going to college.

Stevenson, Gloria
Your Future as a Working Woman
Types of jobs, advantages and disadvantages of various types of careers, job-hunting and getting promotions.

Taylor, Phoebe
How to Suceed in the Business of Finding a Job
The psychological aspects of the job search; your marketability in the job market; how careers find people and people find careers; resumes; and the anatomy of hiring.

Teitz, Joyce
What's a Nice Girl Like You Doing in a Place Like This?
Young women talk about themselves and their careers, which range from the foreign service to oceanography.

Thomas Jefferson School of Allied Health
Health Careers and Guidance Manual
Health career job briefs.

University of Wisconsin Continuing Education Services
Life Goal Decision Making: A Group Counseling Approach for Returning Adults
Madison, WI, July, 1976

University of Wisconsin Continuing Education Services
Life Goal Decision Making Final Report
Madison, WI, 1977

Winter, Dorothy E.
Help Yourself to a Job: A Guide for Retirees
Boston, Massachusetts: Beacon Press, 1976
A valuable source which provides helpful information for the retired individual who wants to remain gainfully employed. Included is a listing of senior citizen employment agencies.

D. JOURNALS AND NEWSLETTERS THAT MAY BE USEFUL

AVA Guidance Division Newsletter
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Attention: Helen Rodebaugh
Four/Year

Career Digest
Indiana Career Resource Center
1201-09 South Greenlawn Avenue
South Bend, Indiana 46615
Monthly

Career Education/Career Guidance Newsletter
SIG: CE/CG Newsletter, Division of Vocational and Technical Education
Blacksburg, Virginia 24061
Included with membership in the Special Interest Group (SIG) on Career Education-Career Guidance, American Educational Research Association

Career Education Digest
Educational Properties, Inc.
3303 Harbor Boulevard
Suite H-6
Costa Mesa, California 92626
Twelve/Year - $10.00
Single Copy - $1.50

Career Education News
Bobit Publishing Company
1155 Waukegan Road
Glenview, Illinois 60025
First and Fifteenth of the month (September through June)
Fifteenth of the month (July through August)
$50.00 per year (additional subscriptions mailed to same subscriber $8.50 each).

The Career Education Workshop
Parker Publishing Company, Inc.
Route 59A At Brookhill Drive
West Nyack, New York 10994
Ten/Year $36.00

Career World
Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040

Commission Circular
National Commission for Cooperative Education
360 Huntington Avenue
Boston, Massachusetts 02115

Counselor's Information Service
B'Nai B'Rith Career and Counseling Services
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036
Four/Year - $9.00

Illinois Career Education Journal
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
Four/Year

Journal of Career Education
College of Education
103 Industrial Education Building
University of Missouri-Columbia
Columbia, Missouri 65201
Four/Year - $8.00

National Career Information Center Inform
American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009
Monthly except June and July
Price to APGA Members - $15.00
Nonmembers - $25.00
(Subscribers also receive Career Resource Bibliography)

National Center for Career Education Newsletter
University of Montana
P.O. Box 7815
Missoula, Montana 59807
Bi-Monthly

National Center for Educational Brokering Bulletin
405 Oak Street
Syracuse, New York
Monthly

Vocational Guidance Quarterly
American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009
Four/Year - $10.00; Single Copy - $3.00
(Membership in the National Vocational Guidance Association includes receipt of the Quarterly)

Resource List # 10: Technical Assistance for Implementing Career Information Systems

The Oregon Career Information System, in cooperation with the Association of Computer-Based Systems for Career Information, has a grant from the Fund for the Improvement of Postsecondary Education and the National Occupational Information Coordinating Committee to provide technical assistance to states interested in implementing comprehensive career information systems. Among the project's services is the capability to provide workshops in interested states to introduce various delivery systems and the procedures for implementing comprehensive systems. For more information, contact:

Oregon Career Information System
247 Hendricks Hall
University of Oregon
Eugene, Oregon 97403
(503) 686-3872

or

Mr. James Spensley, President
Association of Computer-Based Systems
for Career Information (ACSCI)
670 American Center Building
St. Paul, Minnesota 55101

RESOURCE MATERIALS ON INFORMATION SYSTEMS AND SERVICES: Those interested in information systems and services will find two bodies of literature particularly useful to enhancing their understanding. The first is of more direct concern to one interested in learning about information systems as it is composed of the literature and research on the actual development, implementation and operation of information systems. The second body is not identifiable by consistency in content but rather as the theoretical and empirical base upon which occupational and educational information systems are grounded. Included are such widely divergent content areas as career development theory and the results of empirical studies on the information needs of students.

In the first category, the following are considered "must" reading by practitioners.

Resource List # 11: Sources on Information Systems

"Annotated Bibliography on Computer Assisted Counseling and Guidance" Peter Cairo.

A good starting point for any study on information systems, Cairo's bibliography includes a comprehensive list of the major research and evaluation studies and reports on computer-assisted information systems.

Available free through order from:
U.S. Army Research Institute for the Behavioral and Social Sciences
Attn: PERI-P
1300 Wilson Boulevard
Arlington, Virginia 22209

Labor Market Information for Youths by Seymour Wolfbein.

A compilation of papers delivered at a 1974 Temple University Conference, this book provides an excellent background on the application and importance of good occupational information to career decision-making. It also includes background information on many of the existing career information systems, notably through the paper contributed by Barry Stern, as referenced below.

Write Temple University, School of Business Administration, Philadelphia, Pennsylvania for information on availability.

"Application of Information Systems to Career and Job Choice" by Barry Stern.

This article/chapter from Seymour Wolfbein's Labor Market Information for Youths explores the rationale behind comprehensive career information systems and assesses existing information systems against many of the information system standards referred to earlier. Thus, Stern's article is an excellent although somewhat dated piece for learning of the capabilities and content of most of the information systems that exist in the nation.

Available from:
Oregon Career Information System
247 Hendricks Hall
University of Oregon
Eugene, Oregon 97405

Developing a Career Information System by Bruce McKinlay.

This research report documents the stages of development of the Oregon Career Information System as well as research findings from initial evaluations of the system. Oregon was the first State funded by the Department of Labor to implement a

statewide career information system. As a report of that experience, Developing is generally recognized as excellent reading for those interested in implementation of a statewide system.
Available for $4.00 from Oregon CIS, address above.

Career Information Systems: Standards for Organization and Development

This document provides the standards upon which the Department of Labor's state grants program for career information systems is based. Any state interested in securing DOL funding for an information system will need to adhere to the standards to receive funding consideration. Others would do well to be versed in those standards as they provide the "state of the art" framework for systems.
Available free from:
Division of Career Information Services
Employment and Training Administration
U.S. Department of Labor
601 D Street, N.W.
Washington, D.C. 20213

Other useful resources (as well as full citations for the foregoing) are listed below. The first set of Resource Materials deals specifically with information systems while the latter set deals with some of the better sources on career development theory and information needs which, as mentioned, provide the rationale for career information systems.

A. SOURCE MATERIAL ON INFORMATION SYSTEMS

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Eugene, Oregon: University of Oregon, 1971
(EPIC-ED 084 436)

American Personnel and Guidance Association
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Bohn, M.: Lindeman, R.; and Super, D.
The ECES: Field Trial and Evaluation
Paper presented at the Convention of the American Educational Research Association, Minnesota, March 6, 1970

Burton, Mary Kennedy
Keeping It Going: A Handbook for Implementing a Career Information System
Eugene, Oregon: Career Information System, 1977
Available from Oregon CIS, 247 Hendricks Hall, University of Oregon, Eugene, Oregon 97403

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From **Education**, Vol. 94, 1973, pp. 38-43.

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Princeton: Educational Testing Service, 1973

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The Design of a Man-Machine Counseling System: A Professional Paper
Santa Monica, California: Systems Development Corporation, 1966
(ERIC-ED 014781)

Drake, J.; Friel, T; and Tyler, N.
The ECES III Evaluation Report: An Evaluation of the Educational and Career Exploration System
Genessee, Michigan: Genesee Intermediate Education District, 1976

Ellis, A., and Tiedeman, D.
Can A Machine Counsel?
Boston: Harvard University School of Education, 1968

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From **Career Education Digest**, December 1973, pp. 5-7

Friel, T., and Mallory, A. A.
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From **Michigan Personnel and Guidance Journal.** Vol. 4, 1972, pp. 10-13

Friesen, D.
The Validation of an Automated Counseling System
Santa Monica, California: Systems Development Corporation, August 20, 1965
(ERIC-ED 016 262)

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Computer-based Vocational Guidance System
Washington, D.C.: United States Government Printing Office, 1969

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A Computer Assisted Vocational Counseling System
Alberta: Calgary University; Ottawa: Canadian Council for Research in Education, March, 1970
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Harris, JoAnn
Analysis of the Effects of a Computer-based Vocational Information System on Selected Aspects of Vocational Planning
Unpublished doctoral dissertation, Northern Illinois University, 1972

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CVIS Consortium, May 1974
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"The Computer: Guidance Tool of the Future"
From **Journal of Counseling Psychology,** XXI (1974), pp. 331-339

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Paper presented at the annual convention of the American Educational Research Association, New Orleans, 1973

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Maola, Jr.
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Eugene, Oregon: University of Oregon, 1971
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Eugene, Oregon: University of Oregon, 1975
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Melbus, G.; Hershenson, D.; and Vermillion, M.
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From **Journal of Vocational Behavior** 3, 137-144, 1973

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Pontiac, Michigan: Oakland Schools, 1977

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Myers, R.; Thompson, A.; Lindeman, R.; Super, D.; Patrick, T.; and Friel, T.
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U.S. Department of Labor Occupational Information Systems Grants Program
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Boston: Harvard University School of Education, 1966

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Washington, D.C.: Government Printing Office, 1977

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CHAPTER VI

DESIGNING, PROVIDING AND STAFFING LOCAL SERVICES

> A prospective student . . . should have access to information, advice, help, and advocacy in educational planning from a local organization which has as its primary purpose the advocacy of the students' interests in the transition from school to work, or from school or work to postsecondary educational opportunities.[1]

INTRODUCTION

It is indeed the local service organizations, as noted above, that hold the key to success of a Statewide Network of Educational Information and Advisement Services. For it will be the local Network affiliates that "get the word out" to prospective clients, introduce them to Network-provided information services and meet their counseling, advisement and referral needs.

Many organizations are already engaged in these activities and the Network must build upon these resources. Thus, in many states, the question of "how to provide and staff local services" will be answered, at least to some degree, by actual practice. What is offered here is less a tabulation of these current practices than a guide to more effective ways to organize, staff and deliver local services, drawn from the experiences of educational brokers. Network planners should find it useful in evaluating the quality of existing local services and in determining how best to fill any service "gaps" that emerge.

This chapter discusses ways to determine and meet client needs; how best to organize and operate those services; and methods for selecting and training staff. As a distillation of what appear to be "exemplary practices" in the educational advisement field, it is intended to suggest, rather than prescribe, what the local service component of the Network should look like.

DETERMINING CLIENT NEEDS

Chapter III described some of the client needs that have been identified by practitioners in existing brokering agencies. Their staff generally emphasize that in designing services a balance must be struck between the capabilities,

interests and self-chosen missions of planners or local agency managers and the expressed needs of local service area clientele.

While alternatives to a full-scale state assessment or survey of client needs have been proposed (See Chapter III), local needs analyses can play an important role. While all of the Network's clients can be assumed to need information and advisement services, the organization, content and delivery of some services may vary locally as a result of special client needs. For example. . .

- o A local service affiliate in an urban ghetto may need to focus considerable attention on establishing credibility in the community, on convincing clients that pursuing an education is worthwhile, and on helping clients attain a high school diploma.

- o A center located in a rural area may find its principal mission being that of locating suitable educational opportunities within a reasonable distance of an already eager clientele.

- o A suburban center's chief concern may be helping women gain academic credit for previous experiences.

Local needs analyses typically are done through a combination of informal and formal techniques. The informal approach consists of building up impressions from various constitutencies as to what learning needs exist in the community. For example,

> Personal contacts, informal information gathering, and reviews of community characteristics . . . with such people as newspaper editors, social agency heads, school officials, personnel managers, service organizations and planning agency heads. This is a lengthy, subjective, loose process which establishes links for later developments. It can produce a rich picture of the region, its resources and many options for organizational direction, as well as a feeling for the probabilities of success associated with those options.[2]

The formal approach to local needs analysis emphasizes an objective, procedurally sound and systematic approach to build a picture of the community demography and educational needs. It includes the examination of economic and social factors, sub-sector analyses, growth trends, cultural and value patterns, inventories of educational and training resources, and surveys of would-be learner preferences.

Existing census and industrial data are assessed through various economic and sociological models for forecasting and needs projections. The product of such formal analyses serve as a guide for planning, priority setting and program/services design.[3]

Using these methods in combination is important. The reliability of the information gained through the informal "grass-roots" approach can be undermined by persuasive interest groups and the subjectivity and inattentiveness of the investigator. As has been seen, the more formal approaches can be costly in terms of time, money and appetite for data, and the analytical models may not be sufficiently sensitive to work at a local level. Whatever the combination, the point remains that "initial and continuing needs analyses are central to knowing how to make the local agency useful to its constituents. As an agency becomes better known, its clientele can change, and community or business needs can change. Thus, needs analysis of some sort must also be an on-going activity."[4]

CLIENT NEEDS: SOME CAUTIONS

By designing services on a client-centered "expressed needs" basis, local EIC-type agencies within the Network will run the risk of being "over-responsive".

During planning and needs analysis periods, community and individual needs which cry out for attention may be picked up and highlighted. "Information, referral and counseling" does not mean, however, legal counseling, personal or family therapy, community mental health or neighborhood political action. These kinds of problems do become apparent during the course of career and educational counseling relationships, but they do not lie within the purview of an EIC-type agency. What is appropriate in such cases is the referral function.

Referral to other community and social agencies must become a well-developed and legitimized activity within the Network if all clients are to be served fairly. The EIC legislation certainly was not aimed at adding still another layer of social welfare or community agencies. Rather, it was designed to encourage the best use of all the available educational and social resources, to guide consumers and clients rather than directly meet their every conceivable need.

Related to the issue of "over-responding" to the panoply of clients' needs, or "over-helping" individual clients, is the issue of **empowerment.** Limits must be placed on the degree to which services do everything for -- and to -- clients as passive recipients. Such kinds of services create dependencies on the part of clients rather than empower them to make their own decisions. Local Network service providers will do far more if they **foster** clients' willingness and ability to

confront their own life situations, **assist** them to consider their own interests, goals and limitations, and **enable** them to investigate options and opportunities and **initiate** their own job/ career life changes, rather than create new dependencies and try to be all things to all people.

MEETING CLIENT NEEDS

Previously, client needs were broadly classified as awareness needs, empowerment needs, action-taking needs, and follow-through needs. These categories are most appropriately viewed as a continuum of client needs with the particular services to be provided dependent upon where a given client is and what services they need when they walk through the door. Within the context of the continuum, current practitioners generally address client needs in the following ways:

Meeting Awareness Needs: The agency helps the client to

- o identify and clarify what his or her needs are.
- o develop self-confidence and reduce anxiety about the decision-making process.
- o make self-assessments of abilities and interests.
- o explore options, alternatives relative to his or her personal situation.

Meeting Empowerment Needs: The agency helps the client to

- o interpret and analyze information.
- o develop inquiry skills.
- o develop decision-making and direction-setting skills.

Meeting Action-Taking Needs: The agency helps the client to

- o begin systematic career and educational planning.
- o manage the personal, financial, family and job implications of new decisions.
- o enter and move through appropriate education and training.
- o change practices and policies of established institutions, where necessary, which affect non-traditional students.

Meeting Follow-Through Needs: The agency helps the client to

- o continue making progress through availability of supportive, "call-back" service.
- o report on the value and quality of the services of referral agencies, for evaluative purposes and service improvement for other clients.

To meet this continuum of needs, local agencies must engage in several functional service areas. Practitioners call the following the "core brokering functions" or the basic **5-pack of services.** They are:

1. **Information-giving** -- may involve description of regional manpower conditions, educational requirements for certain jobs, locally available courses, or procedures for applying for financial aid. Information-giving may be a one-time service or part of a longer term client-agency service relationship.

2. **Referrals** -- may be to educational institutions, informal learning opportunities, or other community social service agencies (employment, mental health, legal aid).

3. **Assessment** -- might involve diagnosis of basic skills, personal and vocational aptitudes or interests, or analysis of job and learning skills.

4. **Counseling** -- might revolve around career exploration, life-planning and personal decision-making, educational choice-making, or working out problems associated with returning to school (family resistance, child care, study skills, inertia).

5. **Advocacy** -- might entail gaining credits or other institutional recognition of prior formal learning or of competencies attained on the job, working out a special major, getting around formal admission policies, helping clients gain financial aid, or securing changes in college policies for part-time students or in scheduling practices and course offerings.

Taken together, these functional areas entail more than one-to-one counselor relationships and more than information dispensing. For example, information-giving could occur during counseling sessions or as part of a referral; referral might involve advocacy activities as well as counseling; assessment might occur at an initial contact, during counseling, or following a referral experience.

Whatever the sequence, content, or inter-relatedness of services, the desired end product is to foster clients' self-determination, goal-setting and achievement. Current practitioners indicate that these goals can best be achieved by focusing counseling and advisement services on at least one of the primary barriers to self-determination: poor information processing and inquiry skills.

The experience of existing local counseling and advisement agencies suggest that most adults have poor inquiry skills. Abilities to pursue, synthesize, selectively utilize and apply information related to job and career enrichment are either underdeveloped or atrophied. The skills of asking questions, questioning answers, and analyzing alternatives are ones that most persons do not practice after leaving formal schooling. Ironically, this seems to be especially true in the area of one's own career and life plans.

To encourage clients' "empowerment", the Network's service providers must do more than simply provide canned information, or put clients on predesigned "tracks". Counseling efforts must focus on rebuilding inquiry skills. Information provision must be accompanied with the teaching of strategies for processing the information within a variety of decision-making situations. In sum, counselors and advisors will have to teach clients how to fish, not simply give them fish.

HOW ARE SERVICES PROVIDED — THE VARIETY OF STAFF ACTIVITIES AND DELIVERY MECHANISMS

STAFF ACTIVITIES: The service functions of information-giving, referral, assessment, counseling and advocacy can be carried out in a number of ways. The possible variety is illustrated by the following table of specific services provided to the clients of the Regional Learning Service of Syracuse, New York during its first three years of existence.

Initial Contact. A client's first contact with an agency is critical, whether via a mailed inquiry, phone call, or drop-in visit. The staff person handling initial contacts must be sensitive and have quick judgment. The inquirer typically expresses some immediate need for help, yet often there is a larger unspoken set of needs. The "front desk" or telephone duty staff must be able to "engage" callers by providing quick, credible and direct assistance or information as an entree to developing further rapport with the agency. This may require that the first contact include preliminary assessment and counseling to determine whether a referral is advisable or if more extended counseling on-site should be encouraged.

TYPES OF CLIENT ASSISTANCE PROVIDED BY LEARNING CONSULTANT
JANUARY 1974 - JANUARY 1977

CATEGORY	PERCENT
Provided general information and resources	18.1
Provided educational counseling	17.8
Provided diagnosic testing	15.0
Provided moral support/encouragement	11.1
Assisted in all ways	9.4
Assisted in goal clarification	9.4
Provided career counseling	9.4
Referred to people/places for more information	5.2
Assisted in resume writing	3.5
No assistance	3.5
No response	3.5
Assisted in coping with bureaucratic red tape	2.8
Provided personal counseling	2.4
Inappropriate answer	2.4
Referred to other person for tutoring	1.0
Assisted with personal awareness	1.0
Referred to other agencies for counseling/assistance	1.0
Assisted in identifying skills/abilities	1.0
Provided financial aid counseling	.7
Assisted in developing skills	.3
Assisted in learning interviewing techniques	.3
Acted as an advocate (unspecified)	.3
Provided transportation	.3
	(287)

Current practitioners generally categorize the specific services listed above into four distinct sets of activities:

1. initial contact activities;

2. assessment/advisement/referral activities;

3. advocacy; and

4. outreach.

The relative time and extent of each service function will vary according to individual client needs.

For many callers, simple "one-shot" information on course offerings and/or a referral to a contact point at an educational institution is sufficient. For others, care must be taken to get real needs and questions clarified before a course of action is determined.

Intake staff also must be able to secure enough information about callers to provide data on "service consumption" patterns -- what kinds of people want what kinds of information. This data is valuable in monitoring agency activity for evaluation and planning purposes, yet must be done in a way that does not turn off potential clients. (For example, "Can you tell me something about the Star College drafting program?" "Okay, but first, I've got to fill out this Intake Form --'How old are you and what do you earn a year?'" "Click.")

Assessment/Advisement/Referral. Assessment typically is done at an early contact point, and before specific goal-setting and educational/career planning take place. Through counselor's questions, self-diagnosis instruments and group exercises, clients analyze their own life situations and needs. They are also helped to acquire the skills and attitudes for continuing self-assessment, through workshops, directed readings or work with peers in groups or with counselors.

Advisement and **Counseling** are considered as slightly dissimilar activities by some brokering agencies. Advisement is seen as a more directive, "advice-giving" and instrumental process regarding clients' strategies; counseling is less directive and is aimed more at self-discovery, developing confidence and making personal choices.

Whatever the emphasis, current practitioners suggest that the principal focus of advisement and/or counseling should be on helping clients build bridges between the world of work and the world of education. Nearly all clients past high school age are concerned in some way with jobs and careers, and educational planning must be done within that context. Counselors must have at hand labor market information, job skill requirements, and training prerequisites in addition to information on degree programs, educational costs and remedial instruction.

This, of course, is where the need for the Network's information system comes in. With a good information system, counselors are relieved of the time-consuming task of collecting information, and free to counsel and to help clients process needed information. A good information system will not diminish the importance of the counselor; rather, it should free counselors to assist clients in interpreting information (e.g., local labor market information vis à vis career choice) and in integrating the use of information in the decision-making process (e.g., available learning opportunities vis à vis clients' interests and abilities).

Referral activities may, in some instances, be the major thrust of the local Network agency's activities, given their basic commitment to utilize existing resources and to make educational opportunities accessible to all persons. This possibility could also lead to one of their major downfalls as human service agencies. The local Network affiliates must be careful to guard against repeating the same "social services shuffle" that many of their clients have already experienced; namely, being endlessly passed from one office or agency to another. Simply shunting clients about, with no follow-up, depersonalizes the process and undercuts the usefulness of an agency's referral resources. Clients need to be followed up to see if connections were made, if the institutions suggested were appropriate, of if further consultations are necessary. Then, too, agency staff must seek information on the quality of service their referred clients have received in other institutions or agencies in order to guide their subsequent client referrals.

Advocacy. Local service affiliates must act as client advocates. Client advocacy means placing the interests of clients above those of institutions. Advocacy activities typically take two forms: intercession on behalf of individual clients and students, and efforts to change institutional policies which hamper learners' entry and progress in the educational world. Local center staffs will have to develop contacts within education institutions, but they should not become part of those institutions, lest their neutrality and client-centeredness be compromised.

Among the many client advocacy roles staff may play:

- Negotiating with institutional financial aid offices and agencies for aid for part-time learners or aid application fee waviers for low-income clients.
- Admission application fee waivers for low-income clients.
- Seeking academic credit for previous life experiences.
- Identifying or establishing supportive services on campus for special target groups.

Local agency staff may also need to advocate on behalf of clients for CETA slots, on-the-job training or apprenticeship programs or with employer or union-based training programs.

Client advocacy is instrumental in empowering clients -- helping them over the hurdles and through the gates so that they can get on with plans developed during the counseling and career planning activities.

Outreach. Staff activities in this area are aimed at making potential clients aware of the services available and include a variety of strategies. Although it is variously called "marketing," "public relations" or "advertising," outreach should do more than simply announce the presence of the local service agency. The idea of an educational and occupational information and counseling agency is a new one to most people. Because it responds to a problem which most persons do not feel acutely -- unlike food and shelter or medical problems -- but which affect their lives just as profoundly, information about the agency's services must be communicated at several different levels. Practitioners describe essentially three kinds of outreach activities:

1. **General public awareness campaigns** via mass media regarding the presence and the purpose of their agencies. Such broad-gauged campaigns have proven effective in informing the community of the services as well as in opening their minds about career and life-planning, making job changes or returning to post-secondary education.

2. **Targeted outreach activities** wherein agency staff seek contact with people in groups: clubs, churches, organizations, factories, neighborhood associations. Such special focus recruitment efforts are the most time-, effort-, and cost-efficient. Staff can design publicity and awareness campaigns tailored to the particular needs of groups identified. The effects of the direct approach are more easily and quickly assessed -- and changed -- than those of a "shot-gun" approach.

3. **Outreach efforts aimed at special needs groups** in the general population. Staff activities in this area consist of designing and publicizing workshops or special services aimed at, for example, single-mothers -- job-skills analysis, assertiveness training -- or for school dropouts -- job-hunting techniques, part-time study options.

Some additional outreach techniques that have proven useful to existing community-based counseling and advisement agencies include:

- Setting up information booths in supermarkets, shopping centers, subway stations, employment service offices, welfare offices, etc., talking to prospective clients and informing them of available services. In some agencies, each counselor is assigned particular outreach locations and is expected to spend one working day a week at outreach activities.

- o Holding special one-day workshops for a particular population, such as a workshop on nontraditional careers for a women's association, or session on part-time learning opportunities for local postal workers.

- o Sending information fliers along with welfare and unemployment checks, electric bills, etc.

- o Working with personnel offices of local business so that those denied jobs are referred to the advisement center for assistance.

In all of these activities, staff obviously are doing more than sitting back, waiting for clients to seek them out. As the EIC regulations indicate, outreach is a requisite part of overall agency operations. Whether it is by all of the staff or by individuals specifically designated, "talent search services designed to seek out and encourage participation" must be included as integral support activities.

SERVICE DELIVERY: MECHANISMS AND TECHNIQUES: To get the above-mentioned services to the people, a number of delivery strategies have been employed by existing brokering agencies. The following section presents some strategies for providing these services as well as the pros and cons of some of the more popular and obvious of these strategies.

Three factors are seen to guide the development of delivery strategies: **Cost, time and place restrictions, and differentiation.**

Cost must be considered from the points of view of both the provider and the client. How much will it cost to develop and to put into place a phone service, a mailback service, a computer terminal? And how much will it cost -- in transportation, materials, job-time, foregone leisure -- for an individual to use a local center, a phone service, a terminal?

Secondly, populations to be serviced by local agencies are often bound by time and place restrictions. Job, family and personal/social commitments account for large portions of clients' available time and energy. They have limited flexibility in scheduling counseling or instruction, and in getting to and utilizing services that are a considerable distance from their homes or jobs.

Differentiation must characterize service delivery systems. Different client groups have different mobility, self-initiative and financial characteristics that are best met by particular service delivery techniques. Ideally, an agency would have both phone-in and drop-in access, satellite sites in

shopping malls, libraries and schools, and mobile vans for the homebound. Obviously, the cost and differentiation elements will work at cross purposes.

In terms of criteria, then, the techniques which existing agencies have utilized have both positive and negative aspects.

SOME DELIVERY TECHNIQUES — PROS AND CONS:

A. Telephone

Pros: Minimal facilities costs; can be cheap for both agency and client.

Good for initial contact; highly accessible; preserves a desired "first step anonymity" for some clients.

Counseling can be done over the phone if paired with call-back and/or mailed and personal follow-up.

Cons: In certain areas -- where message-unit system is used -- telephone can be expensive.

Excludes certain clients -- telephone are not owned by everyone.

Requires more highly trained and/or costly staff, requires "auditory empathy," ability to engage clients, to personalize the relationship.

Can be perceived as impersonal.

Loses certain counseling "data" -- body cues, facial expressions, etc.

Loses group support elements.

Testing/diagnosis is more difficult.

Providing and explaining complex and detailed information is difficult.

May be escapist device for clients: no "real" encounters, no commitments get made. Does not get clients out of an isolated or isolating home setting.

B. Mail Service (information, advisement, testing, referrals via correspondence).

Pros: Minimal facilities costs; can be cheap for both agency and client.

Permits direct targeting of client service groups via mailing lists, zip code areas, neighborhoods.

Can be far reaching, no geographical barriers. Good for rural areas.

Permits clients to use materials at their own choice of time and place, at their own rate.

Permits deeper explanations, better for complex or comprehensive information.

Cons: Materials may be expensive to design, prepare, stockpile, keep ready for use

Requires good writing and communications skills on part of staff. Training may be more costly.

The time lag and turnaround problem -- compounded by the quirks of the Postal Service.

Does not permit dialogue or direct question and answer interaction; can be impersonal.

Loses the group support and rapport elements.

Requires good reading, inquiry and writing skills and "staying power" on part of clients.

C. Media (Public television, newspapers, radio)

Pros: Can be cost-effective, in terms of outreach and breadth of service.

No geographical barriers, can reach home-bound and isolated clients.

Can be interactive, not simply passive, through call-in and mail-back auxiliary services.

Cons: Can be very costly -- good programming, material development is expensive. Client self-selection -- not all are PBS-watchers or newspaper buyers.

May devolve into simple information-giving, printing or broadcasting only lists and schedules.

D. Mobile Units (Vans, portable computer terminals, itinerant counselors)

Pros: Provide service to rural, isolated or immobile client groups.

Permit delivery of wide range of services -- information, testing, counseling -- through direct personal contact.

Permit direct use of materials; information is right at hand.

Maintain neutrality of location -- visit sites can be highly visible, accessible.

Cons: Start-up costs can be high -- equipment, materials.

Travel costs and scheduling details pose programming problems for staff.

Remote terminals require costly telephone hook-ups, charges and line quality are variable.

E Convenings (Expositions, career fairs, special purpose one-shot activities)

Pros: Programs are highly adaptable. Many client types can be served in a central location or special groups can be served in appropriate sites.

Counseling can be delivered personally and on a one-time basis if follow-up is planned.

Large meetings can promote sense of community; can legitimize and reinforce the idea of career and life-changes; provides group support.

Cons: Individualization of counseling is more difficult.

Can devolve to mere information-giving or outreach only, less engagement of clients through counseling.

F. Walk-in Services, local sites.

Where most counseling occurs: libraries, women's centers, storefront and community center sites, workplaces, churches, Ys (and certain campus settings where neutrality is maintained and enrollment-capture is minimized).

Pros: Accessibility; approachability in familiar territory. Neutrality.

Can offer many activities, simultaneous programming, variety of people under one roof.

Can be flexible in terms of hours and times.

Develops the sense of a home base, community, stability and continuity. A place, with faces.

Provides group support and personal interest elements.

Certain multi-purpose centers can bring in clients indirectly, e.g., women's centers or libraries where people are there for other purposes, become aware of information and advisement services. Also existing staff can be trained in information and counseling functions, e.g., librarians.

Cons: Costs of establishing, maintianing physical facilities, on-site staff.

Client self-selection. Not all clients will go to certain kinds of counseling sites -- campuses, inner-city storefronts, churches are good for some, prohibitive for others.

Premature permanency; agency can become ossified or inflexible simply because its location and staff are fixed. "Becoming an institution because you're in a building".

In conclusion, it must also be pointed out that in order to serve the needs of different client groups, local service agencies may need to supplement their staff capabilities through "subcontracting". This practice, suggested in the EIC regulations, differs from a simple referral in that more formal relationships -- sub-contracts -- are developed between the local service affiliate and another service provider. That is, if a local agency finds that a number of its clients require remedial or tutorial assistance with mathematics, they may establish contracts for services with other educational institutions, rather than simply give clients a list of local courses or contacts to make themselves. Sub-contracts might be made for vocational interest/ abilities testing, assessment of portfolios or other documents for crediting prior learning, or for job-hunting assistance following a training period.

The EIC regulations encourage such sub-contracting as a way to utilize existing resources and to keep local agency staffs from proliferating too many sub-specialties. Too, developing formal sub-contracts is one strategy for maintaining quality control over "outside" services. Service standards can be included as part of the contract helping to guarantee that clients don't get lost in the shuffle of other agencies or that the client-centered orientation of the Network is sacrificed.

SELECTING STAFF FOR LOCAL SERVICE

The preceding sections on client services and staff functions and activities in local Network agencies prescribe, in effect, a set of qualities and competencies for the staff of the local service affiliates. Practitioners in existing information and counseling agencies indicate that the best procedure is to move from the needs of clients to the design of services. Similarly, staff qualifications are derived from the nature of the tasks they perform. The principle of differentiation again seems to be a key one: counselors and staff will be called on to provide information, referral, counseling and advocacy for a variety of client types. Flexibility and a sense of perspective are thus two essential characteristics.

Relative to **initial contact** activities, staff must have the following capabilities:

- o Basic information about educational and occupational resources for the one-time caller or for follow-up calls.

- Good listening skills and an ability to hang on to engage callers.

- Good judgment regarding when to refer, how much information to give, how much to ask, what services to suggest.

- Knowledge about, as well as enthusiasm for, the counseling service -- its limits and capabilities.

The intake person must be more than a typical switchboard clerk. Sensitivity, quick-thinking, empathy and sharp judgment are necessary to avoid promoting that old social services shuffle feeling among clients.

Relative to the **assessment/counseling/advocacy/referral** activities, practitioners indicate that staff must be:

- Adaptable, flexible; have a high tolerance for change and enthusiasm for making change.
- Reliable provider of accurate information.
- Empathic, able to take the other's point of view.
- Able to work with a wide variety of clients without unconscious stereotyping.
- Politically sensitive. Realistic and mature outlook preferred to impractical idealism.
- Good listener, non-judgmental, patient, tenacious.
- Skilled with diagnostic materials -- administering and interpreting tests, exercises.
- Skilled in writing, communicating.
- Effective in interpersonal and group settings.
- Knowledgeable regarding adult life-stages literature, materials on career development.
- Familiar with the local community -- traditions, job market, contact points.
- Dependable and tenacious -- able to stick to it.

There are, of course, additional special skills needed for organizational leadership, fund raising, management and outreach techniques, but the foregoing list indicates that a somewhat different set of characteristics is needed for Network staff when compared to more traditional, school-based counseling. This, in turn, points to the issue of staffing: "How do we find such people, and how do we select them?"

SELECTION OF STAFF: PRINCIPLES AND PROCEDURES

SELECTION PRINCIPLES. Several principles are mentioned by practitioners as guides to the recognition and selection of counselors for educational and career decision-making. At the top of the list is the affirmation that traditional credentials do not always serve as the best indicators of potential counselor effectiveness. Training and degrees in traditional counselor education programs may be helpful, but they do not, in and of themselves, produce the best counselors. It is the feeling of many practitioners that "natural" counselors exist in the community who may already possess the requisite characteristics and qualities for providing advisement services, and who can be quickly trained in the skills and knowledge needed for the more technical aspects of service delivery -- information-giving, referrals, testing. Counselors' own life-experiences, and what they have gained from them, may be as important as any formal training.

Thus advisement staff need not all be "professionals" in the credentials sense, but can be expected to deliver professional performance, in the quality-of-service sense.

A second principle to guide staff selection is that staff, as a group, should resemble as much as possible the composition of the potential client group. Staff should be representative of the communities they are serving, or at least be able to work easily with a wide variety of individuals. Client-counselor rapport, outreach efforts and effectiveness of services are enhanced if there are some common grounds on the basis of age, race, or social class, employment experiences, family interests or educational level.

SELECTION PROCEDURES. Given these criteria and guides to selecting staff, how do agencies go about finding the appropriate counselors? Some do utilize the traditional processes of calling for and reviewing resumes, but most seek more information about staff through other types of background information, experimental or "field trial" techniques and evaluations by other indivduals, including potential clients themselves. Among the selection techniques used by existing community-based agencies are:

- o Self-descriptive personal inventories of skills, desires and interests; non-traditional resumes.
- o Case analyses, mock counseling and de-briefings.
- o Telephone, interviews, role playing.
- o Selection involving all staff, community participants, actual or potential clients in group settings.

RELATED STAFFING ISSUES. As staff are selected, including a number of nonprofessional and local community people, the issue of part-time versus full time jobs arises. The practitioners in the field indicate that there are advantages and disadvantages associated with each of these options, sketched as follows:

Part-Time Staff

Pros: Permits flexible scheduling and work hours.

Maintains more community contacts through counselors' regular jobs. Helps with outreach, needs assessments, referral sources.

Involves greater number of people in the organization, bigger pools of ideas and energy.

Can provide more effort per salary dollar, permit savings on fringe benefits.

Allows greater specialization of activities, divisions of sub-tasks.

Permits greater geographical coverage.

Provides a greater opportunity for staff diversity -- to better reflect clientele.

Cons: Difficulties can arise with staff communication, continuity with clients, coordination of efforts. Accountability is made more difficult.

Bookkeeping, overhead costs, scheduling conflicts may be greater. Management is more complex.

Potential for turnover may be greater, other job or family priorities arise. Other commitments and agendas compete for attention.

Greater strain on support staff because of sheer numbers.

Full-Time Employees

Pros: Larger blocks of time available, concentrated and continuous effort are possible.

Professional development -- adding new skills and knowledge areas - is more likely and seen to be part of job responsibilities in addition to direct client service.

Less conflict with competing outside priorities.

Simplification of internal management procedures.

Cons: Less collective idea and energy power available with fewer people, less diversity of community contacts and resources.

Greater potential for staff dependency on the organization. Client needs can become institutionalized.

Irregularities of work load and cycles may make for wasted salaries. During start-up periods or slow service times problems arise with make-work activities.

A FINAL NOTE

Provisions of responsive, client-centered counseling, advisement and referral services will require a variety of delivery approaches, the selection of which should be based on their appropriateness to client groups as well as to their costs. In establishing local services, existing community-based counseling and advisement agencies are not only prospective Network members but innovators of workable strategies. They can and should be relied upon to aid in setting up the Network's local services. Talent Search agencies, Educational Opportunity Centers, brokering centers and a host of other client-centered community-based services are valuable resources that ought to be relied upon to help develop the Network's counseling, advisement and referral services.

Another valuable resource in selecting and establishing services is the National Center for Educational Brokering. NCEB is collaborating with the Syracuse University School of Education in the production of a manual for the selection and training of counselors of adults. Syracuse University has a grant from the Continuing and Community Education Special Projects Program of the United States Office of Education for this purpose. Publication is expected in late 1980. NCEB also provides technical assistance in setting up free-standing, client-centered counseling, advisement and referral services. For more information contact:

Resource List # 12: Technical Assistance for Implementing Local Advisement Services

The National Center for Educational Brokering
Office for Staff and Organization Development
65 Jefferson Avenue
Columbus, Ohio 43215
(614) 228-7458

PART THREE

ORGANIZING, FUNDING AND EVALUATING THE NETWORK SERVICES

CHAPTER VII
ORGANIZING THE NETWORK

> As human service organizations, we attempt to relate to clients/learners in very flexible, open, non-restrictive ways. We seek staff who do the same, and who can relate to each other in the same open, facilitative manner. This requires an internal organizational structure which fosters liberation rather than control, creativity and change rather than protection of the status quo, and a differentiated, free-wheeling style rather than a straitened, linear approach.[1]

INTRODUCTION

The States that have submitted initial EIC plans to the Office of Education have -- as required -- named "the State agency or institution which will be responsible for administering and implementing the State plan." (See Appendix B for a list of those named.) Thus the first step toward organization has been taken by most States. A careful consideration of organizational alternatives is in order, however, if states are to take full advantage of the EIC initiative to start building a Statewide Network of Educational Information and Advisement Services.

This chapter looks at some of these organizational alternatives and their advantages and disadvantages. **Among the alternatives are: assignment of responsibility to an existing state agency, or to an existing state network, system or consortium.**

Following a look at organizational alternatives is a full account of the process by which one state -- Illinois -- is going about the selection of local service affiliates. This is followed by a discussion of standards of service and incentives for participation by local agencies in the Network of Educational Information and Advisement Services.

ORGANIZATIONAL ALTERNATIVES FOR HOUSING THE NETWORK

THE EXISTING STATE AGENCY: Lodging responsibility for the EIC program with a single existing agency seems logical and is, in any event, the common initial choice made by participating

states since Governors have had to identify an agency to play the catalyst role in developing the state EIC plan. Beyond the planning stage, the small initial allocation of Federal dollars may give strong administrative appeal to simply attaching the program to some on-going and related State enterprise, such as a scholarship commission or a "1202" higher education coordinating agency.

The agency selected may indeed be one whose staff is best equipped to understand the full potential of the EIC initiative and to take the lead in marshaling the resources for a full-fledged statewide Network. That appears to be the case in some states, including Illinois, whose creative approach is related later in this chapter.

On the other hand, the designated agency may have such a narrow view of its mission that it will have little interest in capitalizing upon the EIC opportunity to build a comprehensive service Network. A state financial aid commission given the EIC responsibility might, for example, focus on improving financial aid information but lack the broader vision of improving information on all aspects of available learning opportunities. The concept of neutrally-based, client-centered advisement services might well get lost as well, since it is not part of the commission's traditional mission.

In the final analysis, lodging the EIC program in a single, existing agency would require use of a broad-based planning group, as recommended in Chapter II, if a comprehensive Network is to be forged. For without wide involvement of a variety of interested parties from outside the sponsoring agency, the Network concept will not take shape and the EIC program will likely take on the more limited, single identity of its sponsoring agency.

A NEW STATE AGENCY: Some may argue that the concept of a statewide service Network visualized in this **Guide** is sufficiently new and different from most experiences that only a new state agency can do it justice. In fact, the potential advantages of placing the responsibility in a new agency are considerable. Some of those advantages are:

- o It would avoid any ambiguity or conflict of purpose with which an existing agency might look upon the charge, giving clear visibility to the importance of comprehensive, coordinated and client-oriented information and advisement services.

- o It would increase the chances of recruiting the broad involvement needed to develop an effective Network, since it would not have historical "turf" problems to overcome.

- It would contribute to the early and high visibility of a State's commitment to the Network concept.

- It would clarify issues of accountability for getting the job done.

These potential advantages to entrusting the Network to a new agency are offset, however, by several realities.

- Nowhere can a State "write on a clean slate." Too many established and competing interests are already in the field, ready to challenge the need for a new agency.

- To build upon existing resources is central to the Network concept. Creating a new agency for the purpose might well invite skepticism among existing service providers.

- Legislatures, under increasing pressures to justify the rising costs of current services, are unlikely to welcome the idea of creating a new agency, even if they are supportive of Network objectives.

AN EXISTING NETWORK OR CONSORTIUM: Another organizational option is to broaden the scope of an existing state network, system or consortium to include the Network of Educational Information and Advisement Services. Three possibilities come to mind: the State Occupational Information Coordinating Committee; the state's network of public libraries; and, where one exists, the statewide career information system.

Use of the SOICC. The State Occupational Information Coordinating Commission (SOICC) was established by the Education Amendments of 1976 to provide a mechanism within the State for coordinating the often disparate mass of data used in vocational program planning and management. SOICC's purposes are " . . . to facilitate coordination and communication between and among the member agencies, and to oversee the organization of occupational information . . ."[2]

By law, SOICCs are composed of representatives from the State's Manpower Services Council, Vocational Rehabilitation Service, Vocational Education Board and Employment Service. However, SOICC membership may be extended to others who will ". . . increase its ability to function with maximum effectiveness."[3] But, federal regulations stipulate that decision-making power will rest with the four statutory members.

The logical argument for the SOICC as the "home" for the Network is that its statutory members are the major providers of occupational data in the State as well as the principal holders of vocational education data, both of which will be key elements in the Network's information base. However, current limitations on voting rights, as mentioned

above, and the major emphasis on coordinating planning and management data tend to argue against the SOICC as the organizational home for the Network. These problems might be ameliorated if the SOICC is willing to broaden its membership and its scope of operation. For example, a standing committee with full policy-making power could be established that would have responsibility for organizing and operating the Network of Educational Information and Advisement Services. The committee could be broadly composed, be responsible for administering the EIC allocation, and for finding ways to "link" other resources to fashion the Network relatively independent of the statutory missions of the SOICC, while still having the benefit of the data afforded by the SOICC statutory members.

This, or some other modification to the SOICC's organizational structure that broadens its scope, would make it a more conducive organizational location for the Network.

Use of Public Libraries. Public libraries in some states have expanded their function to serve as educational advisement centers, largely for adults seeking information and assistance in the pursuit of learning opportunities. Such libraries are thus operating well within the spirit of the Network concept and might make the state library system look attractive as the organizational nexus for the Network. Looking to the state library system as an organizational home for the Network offers several advantages. Among these are:

- o Public libraries are neutrally based, centrally located, and easily accessible to most people.
- o They provide a quiet and relaxed atmosphere, conducive to good communication, in contrast to the "feel" imparted by most government offices.
- o They already hold a wealth of job, career and educational information materials.
- o They are consumer-oriented.

On the other hand, libraries lack some important ingredients. Among these are:

- o They usually do not offer counseling, testing and other such services, and would need to develop clear linkages with agencies providing these services in order to refer clients.
- o Similarly, they would need well-defined relationships with educational institutions to insure provision of the full array of EIC-like services.

- Some libraries would need to supplement and further systematize access to their stocks of occupational and educational information, possibly through new information delivery systems.

The major drawback to housing the Network itself within the public library system is that libraries in most states are controlled by local boards and funded from local taxes. They share a common tradition and purpose, but do not depend upon a central authority for services or support. In view of their service characteristics, however, public libraries clearly merit consideration as local Network affiliates.

Use of the Statewide Career Information System. At least 15 states now have, or are implementing, statewide career information systems, designed to deliver current, and localized occupational and educational information to consumers. As was explained in Chapter V, the computer plays a central role in these systems, making it possible to store a vast amount of information that is immediately accessible to users in remote sites such as schools, colleges, agencies, and shopping centers.

Two characteristics of these systems commend the idea of using them as the organizational base for a comprehensive Network.

- Their purpose is similar to at least a portion of that of the Network's: to provide the potential consumer with ready access to good, impartial information on occupational and educational options within the state.

- Their typical form of organization -- a consortium of data producers and users -- fosters the cooperative and coordinated approach that is essential to Network success.

Consortia-based career information systems are governed by boards whose members, whether appointed or elected, are broadly representative of state and local agencies that either produce the data that underlie the system's information or put the product to work with their clients. This blend of producer and user viewpoints helps to keep the system focused on the information needs of the ultimate consumer.

Expanding such consortia to encompass the full range of a Network of Educational Information and Advisement Services could make good organizational sense. Policy-making boards could be enlarged to include representation from other service providers, such as consumer advocacy groups and educational brokering agencies. As stated in Chapter V, the function of providing career information is best left to a central office. A Network housed within the organizational structure of an existing career information system would thus

find itself instantly "in business" with a key service to offer local affiliates not yet linked to the system. However, to be an effective home for the Network, the CIS, too, would have to broaden its base to include equal attention to delivery of counseling and advisement services as well as information.

SELECTING AFFILIATES: THE ILLINOIS STORY

Choosing an organizational "home" for the Network is only one of the organizational issues to be faced. How to select local service affiliates and tie them into a Network fabric also present organizational problems. The Illinois approach to these questions offers some valuable insights and is described here at some length.

Illinois is basing its Network on the federation concept. The Illinois State Scholarship Commission, designated as the State's EIC agency, is expanding its Office of Information Services to provide central services. Each of 28 identifiable geographical areas in the State will have local centers -- or Network affiliates -- that are locally controlled but are coordinated, served and partially staffed by the central office. These local affiliates will help to determine policy through a representative Assembly.

William J. Hilton, director of the Commission's Office of Information Services (and a contributor to this **Guide**), has described the genesis of this approach as follows:

> I found it helpful to begin the planning process with a pipe-dream, i.e., by looking ten years hence and envisioning . . . what might evolve in Illinois that would answer the concerns this legislation addresses. What I came up with was an ideal that looked something like this: There will exist a network comprised of as many as 500 'access ports' that are located throughout the state, and that are affiliated with a central agency which develops and packages good educational and career planning data for public consumption. That central agency would also provide a variety of other supportive services to network affiliates, including: staff training, funding through special contracts for special publicity, a toll-free telephone referral service, and overall planning and evaluative support. In my pipedream, EIC's are ultimately funded not through a piecemeal system of grants and user's fees, but as part of the formal educational system in state government, much as public schools and colleges are now

> funded. I then worked backward from my ideal to see how much of it I might be able to afford during the initial program year, taking into account that I would have to allow some time to gain experience in the kind of 'central agency' my ideal called for.[4]

Hilton then describes the process by which Illinois is going about selecting local service affiliates to make up the Network. As will be noted, the focus is on identifying agencies equipped to function as full-fledged Education Information Centers, rather than the full spectrum of agencies engaged in some aspect of information and advisement services.

> The presumption is that not all of the types of facilities identified can be part of the network -- at least not during the initial year when funding is so limited and the concept is still being tested. That presumption may not be correct for certain very small states and territories, in which there are so few possible centers that something approaching the ultimate EIC program could well be established in the initial program year.
>
> In those states in which there may well have evolved hundreds of potential EIC affiliates, some discrimination in the selection of network participants will likely be necessary, at least during the initial program year. There are a number of factors which must be considered in the selection of those affiliates . . .
>
> First, it must be remembered that the only direct-to-client service which the EIC legislation requires is a "talent search" service. That phrase is not capitalized, so we can assume that it is a generic use of the term, and not a reference to the Talent Search programs which now operate under USOE's Division of Student Services. The proposed regulations define information and talent search services as those activities which are 'designed to seek out and encourage participation in fulltime and part-time postsecondary education or taining of persons who could benefit from such education or training if it were not for cultural or financial barriers, physical handicap, deficiencies in secondary education, or lack of information about available programs or financial assistance.'

Clearly, then, any entity within your state which meets this basic qualifier is a potential EIC network participant, including high schools, colleges, TRIO-EOC programs, and a variety of non-school counseling agencies which are promoting higher educational opportunities . . . This factor may not reduce the number of options you have to more manageable proportions, but it is a starting point.

Other considerations which are stressed in both the law and the regulations are client eligibility and accessibility. We are clearly told that 'all residents of the State' must be able to take advantage of the EIC services, and that the services must be provided 'within a reasonable geographic distance'.

These requirements suggest to me that one should not depend totally upon a competitive bid process in determining who should be designated as a local EIC center. If you do, one of the winners might be a community college that is located in the middle of a remote corn field, where the general public will not have easy access . . . Rather, your center selection criteria should be population-based; i.e., centered on towns and cities in which a substantial number of people will have easy access to the service. Once you have decided that at least one center should be in a particular town or city, you can then adopt a competitive bid process among the potential centers located within that community, taking into account some other factors that will be discussed shortly.

Let me emphasize here that this concern with a population-base approach does not ignore the legal requirement that EICs serve rural areas. Your population-base can still be smaller than the 2,500 population size which the census bureau uses to distinguish rural from non-rural. You can and should also have within your network the capability to provide services through various centers for rural populations of any size. This could be done via home visitation programs, through correspondence, by telephoning rural

residents to see if they need EIC assistance, and/or by utilizing a mobile guidance unit of some sort which travels throughout rural counties on a well- publicized schedule.

The educational information needs of the rural American are genuine, and should not be ignored in any state plan, since no state is without some rural population.

Now we've established that to be an EIC affiliate, you must be about the business of promoting higher education and career training opportunities to all state residents, from an easily accessible location. At this level of discrimination we begin to reduce our options considerably, especially in light of the requirement that the center serve all state residents. Up until now the high schools have been hanging in there, but few high schools will be willing to make their talent search services available to anyone in the local community who walks through their doors, unless, of course, they are receiving substantial special funding for that purpose. The fact that most high schools don't have enough counselors to adequately serve their own enrollers, and the security problems that might be created within a school as a result of the free flow of public traffic, would pretty much preclude most high schools from becoming EIC centers, as the law defines that concept.

Another factor, which is only implied in the law, but which you have the right to require, is serving the best interests of the public. The information provided must be impartial data, given in an impartial way. The local EIC center cannot use the resources you provide in a self-serving way. That requirement won't bother high schools, but it will certainly cramp the style of many colleges which may, as a result of that requirement, actually find themselves having to refer prospective enrollees to other colleges, or away from college entirely.

Institutional interest in EICs has been largely motivated by a concern about declining enrollments. Public schools are less concerned about that than privates, and the public community colleges are the least concerned about it, which is why so many of them are already hosting EIC-type efforts in Illinois and elsewhere in the nation. Even so, any postsecondary institution that is involved in the network should be closely monitored to insure its compliance with the impartiality provision.

Now you are ready to impose a variety of quality of service factors in further reducing your options. In this regard, you want to look for locations which:

1) Provide parking (preferably free), and are accessible to public transportation;
2) Are financially solvent, so that you have a reasonable certainty that they will be around for a while;
3) Provide telephone access to clients;
4) Provide at least one counselor who will agree to participate in EIC training activities, so that you can ascertain the quality of the service he/she is providing;
5) Are willing to host a library of reference materials which can be freely perused by the public, and to serve as a local disseminator of application forms, brochures, and other informational materials;
6) Are willing either to provide space for group meetings (classes, seminars, workshops), or to help arrange for such space on those occasions when it might be needed;
7) Are willing to cooperate with the EIC central or core staff in the evaluation of the program.

There is no requirement here that the local center be open for business on a fulltime basis, but the EIC administrator does have the flexibility to give priority consideration to certain types of candidates, namely, those that have bilingual staffs, or that are open in the evenings, or that provide weekend services.

> In Illinois, because of our approach toward data development . . . we are also asking that a number of EIC affiliates agree to conduct local data development activities which could then be used to supplement the state and national data that we will seek to provide them.
>
> At this level of discrimination, in Illinois everyone who qualifies to become a potential EIC affiliate is enrolled in what we call the EIC Assembly, which is an advisory committee to the EIC core staff. Currently, out of a state which boasts over 2,800 potential "access ports," fewer than 300 have survived the above screening process, and may therefore eventually become EIC affiliates. We have not yet looked carefully at these 300 to ascertain their precise geographic relationship to each other, but we know that we will have to make further discriminations if we find, for example, that there are four potential EIC centers located in a single city block. We don't want the facilities all bunched up in one corner of town; it is far preferable to spread them out as far as the limits of reasonable access will permit.[5]

STANDARDS AND INCENTIVES FOR PARTICIPATION

The Illinois story offers one method of assembling a Network of local service providers, and there are undoubtedly others. In choosing a method, however, all States will have to consider carefully what **standards** to set for participation and what **incentives** will promote that participation. The Network envisioned is no Selective Service System of local draft boards, backed by the force of legal penalties and fully funded by the Federal Government. Each State must determine for itself the blend of standards and incentives needed to build a Network in its own setting. That blend is bound to vary from State to State.

In the view of those responsible for this **Guide**, three general principles should govern the relationship of local service affiliates to the Network:

- **It should be voluntary.** However, formalized, the relationship of Network members should rest on mutual understanding and acceptance of the Network goals and responsibilities.

- **It should be non-threatening.** Such standards as are adopted should not threaten the identity or autonomy of agencies whose participation can contribute to the goal of a coordinated and comprehensive Network.

- **It should permit local flexibility.** Diversity of service techniques is appropriate to the diversity of needs to be served. Network standards should facilitate, not inhibit, local flexibility in this regard, and promote the interchange of exemplary practices.

As the reader will note, these "principles" suggest a broader concept of participation than is reflected in Hilton's account of the Illinois approach, which takes a more literal view of EIC "Centers" as unique sites, equipped to serve all the information and advisement needs of all citizens within reach. In contrast, it is also possible -- and may be preferable -- to meet the legislative intent with, in effect, local networks of diverse service providers linked by referral to meet the needs of all comers.

Whatever the case, the approach taken to providing local service will obviously affect the standards for participation in any given State Network. And standards must be balanced against incentives for participation. The developers of this guide believe standards should at a minimum address three concerns:

- **Quality.** To qualify as a local service affiliate, an agency should be able to demonstrate the quality of its work. Factors to consider include the agency's commitment to meeting client needs, quality of staff, clients' views of services, and peer judgments.

- **Accessibility.** There is more to this than the phyiscal requirements for centrality, parking, etc. Clients "put down" by officiousness are being denied "ready access." Affiliates should have a welcoming style -- a client centeredness -- in service, as well as a good location.

- **Impartiality.** This need not require an agency to serve all comers if its mission focuses on a particular population. However, it does require equal consideration for all, with appropriate referral where needed, and a commitment to serving the interests of clients, not those of a particular institution.

By applying standards that reflect these concerns, Network planners should be able to identify many of the existing agencies whose participation is desirable. As noted earlier, however, just opening doors does not guarantee that anyone will enter. There must be **incentives to join** in a voluntary association, and these must outweigh any disincentives such as costs, intrusive regulations and added red tape.

Probably the widest appeal that a Network of Educational Information and Advisement Services holds for existing local agencies is simply that it is "a good thing." Given their common commitment to helping people define and achieve their career plans, participation in a Network of such services holds out a promise of increased recognition, wider usage and greater resources.

That promise can be given substance over time. Some of the Network-provided services suggested in Chapter IV, such as assistance with training and publicity, will contribute directly. Others, such as providing a central source of good career information, will promise improved service at minimal cost to Network affiliates. Over the long run, a Network of affiliates is more likely to attract the resources needed to maintain comprehensive services, than are individual agencies working alone.

Eventually, Statewide Networks may enjoy such status that they will have to limit their "admissions", much like prestigious colleges. Initially, however, most will likely have to strive for a careful mix of standards and incentives to secure the participation of qualified local agencies.

CHAPTER VIII

FUNDING THE NETWORK OF EDUCATIONAL INFORMATION AND ADVISEMENT SERVICES

> Network support could come from other federal sources . . ., from state and local appropriations, new state legislation, private agencies and foundations, and user/client fees.[1]

INTRODUCTION

Funding a truly comprehensive Network of Educational Information and Advisement Services will be no easy task. At least the initial federal EIC allocation to states will be small. Even with the required one-third state match, direct EIC resources will be around $60,000 -- a discouragingly small sum when compared to the tasks at hand.

But, as has been said previously, to view resource potential from the vantage point of EIC allocations alone is to deny several conditions which work to the Network's favor. This chapter takes a look at some of those favorable conditions starting with how the Network concept itself helps to mobilize resources for building comprehensive services. Identified secondly are some potential federal, state and local funding sources that have been mentioned by current practitioners as likely resources for helping to fuel the Network. Some of the more promising of these intiatives are looked at in more detail. And, lastly, some creative, resource-saving approaches to staffing are described.

FUNDING: THE BROADER CONCEPT

The concept of a Network of Educational Information and advisement Services is based upon linking appropriate existing services together into a coordinated effort. In a real sense, by **capitalizing** on what exists, the Network will automatically bring resources to its efforts that might otherwise not be available. That is, each of the agencies and services that affiliate with the Network will bring to it financial, staff and service resources that can be capitalized upon through coordination.

Whether they ever actually show up on the Network's line item budget or not, the resources of existing service agencies are crucial to developing a financial base for the Net-For example, an affiliated educational brokering agency operating in an urban area will allow the Network to allocate uncommitted dollars to serving other, ill-served

geographic areas while still insuring needed service in the urban area. A statewide career information system as a partner in the Network will allow concentration on developing counseling, advisement and referral services while still furnishing the Network's much needed information component.

Beyond that, there may be instances when the resources of Network members can be pooled to accomplish a developmental priority common to all. For example, if implementation of an information system is a developmental priority, Network members might be asked to help subsidize its implementation, rather than each "doing its own thing." Staff might be loaned or dollars reallocated that are currently committed to inadequate information delivery processes.

If "staff training" is a Network service priority and to be performed by the Network's "core staff", the resources of local service agencies previously put to that effort may well be freed to help support a centralized training effort or to assist in subsidizing some other service effort.

To be sure, effecting these kinds of resource reallocations is easier said than done. Incentives must be clear -- existing service providers must be shown that the products or services they are asked to support will actually improve upon what they are currently doing. Even then, resistance from some quarters can be expected. However, with or without resource reallocations, existing service providers who affiliate with the Network provide it with an indispensable financial base by simply continuing to supply client-centered services to learners, thereby allowing the Network to use other "real dollar" resources to meet unfilled service needs. Too, Network affiliates will bring their own creative energies and funding ideas to the search for added resources. And, legislators are more likely to listen to a plea for state allocations if confronted by a sizeable lobby of cooperating agencies and services than if presented with the requests of a single agency.

SEEKING ADDITIONAL FUNDS: SOME ALTERNATIVES

There are a host of federal, state and local funding sources that current practitioners point to when asked "What funds exist that might be put to the Network effort?" Some of those sources are less obvious than others since they do not focus directly on supporting counseling and advisement services. Philanthropic foundations, for example, may not have information and advisement services as a funding priority. Nevertheless, foundations, particularly those with a local orientation, are being increasingly tapped for support for community-based, client-centered advisement services.

Tapping a number of the prospective funding sources will require a decentralized approach to grantsmanship. Locally oriented sources -- local foundations, private businesses and citizen contributions -- are best approached by appropriate local Network service affiliates. On the other hand, federal allocations which are funded by formulas to states, such as Vocational Education and Title I Higher Education Community Service and Continuing Education funds, might better be sought from a Network-wide perspective. Since those latter funds are distributed according to state priorities, the first step might well be to make the development and implementation of a statewide service Network a priority of those administering the funds. A single, cooperatively developed proposal could be presented to each source. Funds ultimately secured could then be distributed within the Network according to the funding priorities of, for example, the state's Title I program and to the service areas of "greatest need" within the Network.

This funding scenario is just one of many possibilities open to the Network. To a great extent, the funding potential rests with the history of state funding for programs providing services like those to be provided by the Network and the creativity, energy and grantsmanship of those charged with securing funding at the various levels of the Network. There are many prospective sources, some of which will be more applicable in some states than in others and others of which may or may not apply at all depending upon the service approaches taken by the Network.

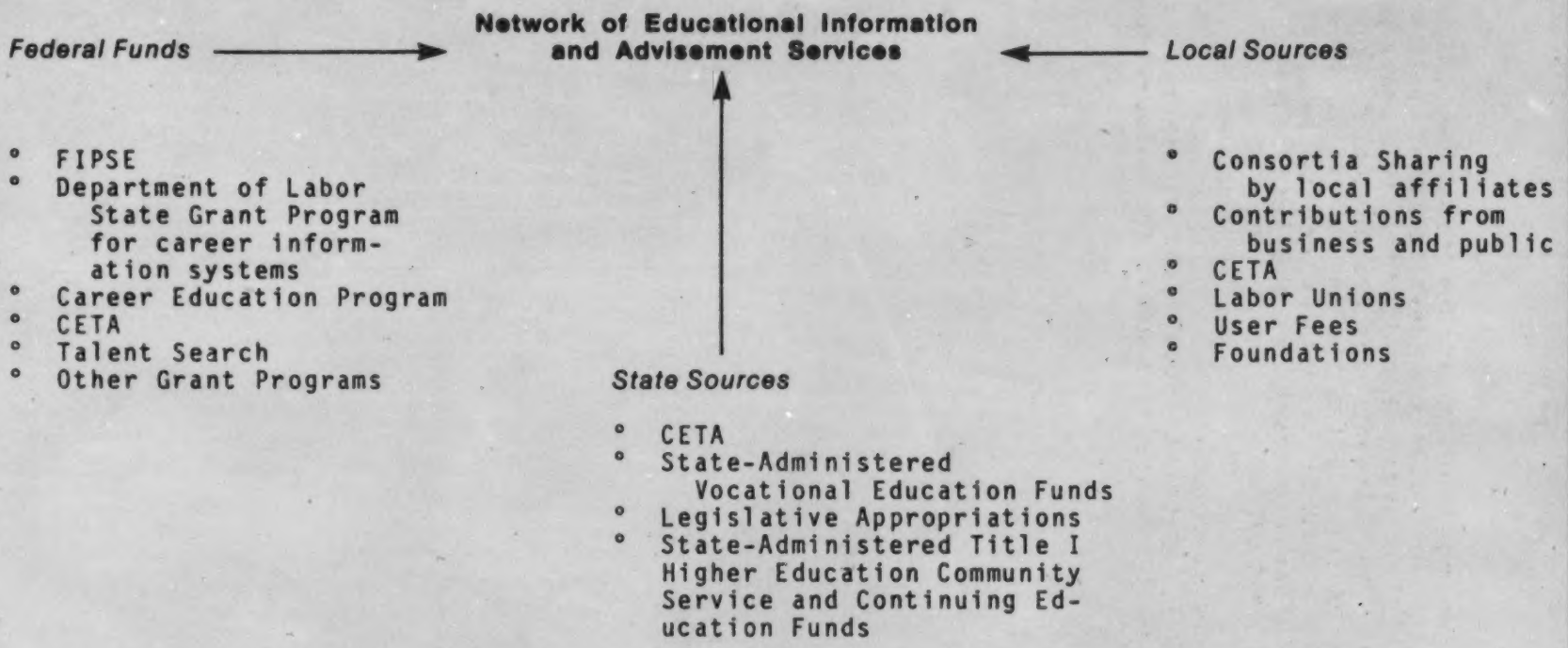
Christoffel, Erhlich and Macy, for example, have identified over 40 federal program authorizations that might be tapped to help fuel a Network of Educational Information and Advisement Services.[2] Some of those sources, such as the "National Diffusion Network", only apply remotely to the needs of a statewide service Network. Others, such as Title I Higher Education Funds, as mentioned earlier, have direct applicability.

Still others, such as "Strengthening State Departments of Education," have provisos which might well be applicable directly to the Network. (The Strengthening State Departments of Education funding authorization among other things encourages State Departments to develop information, counseling and guidance programs in secondary schools. A creative Network grantsperson working closely with the State Department of Education might well put together a proposal to tap those funds to help develop the Network's information system, since a developed system would be useful in secondary schools as well as in local Network service affiliates.)

Reviewing funding authorities for their potential relevancy to the Network's developmental needs is an exercise that should be undertaken in the early days of Network planning. Much has already been written about many of the prospective sources for funding the comprehensive Network that will be useful in accomplishing this review process. Some of the better sources are listed in the last section of this chapter. (See pages 156-57).

On the next page, is a synthesis from those sources of the federal, state and local funding alternatives that seem to hold the most promise as sources for Network support.

RESOURCE LIST # 13:
SOURCES ON GAINING CETA FUNDING


Network of Educational Information and Advisement Services
Federal Funds
Local Sources
State Sources
° FIPSE
° Department of Labor State Grant Program for career information systems
° Career Education Program
° CETA
° Talent Search
° Other Grant Programs
° Consortia Sharing by local affiliates
° Contributions from business and public
° CETA
° Labor Unions
° User Fees
° Foundations
° CETA
° State-Administered Vocational Education Funds
° Legislative Appropriations
° State-Administered Title I Higher Education Community Service and Continuing Education Funds

Developers of the Network would do well to explore fully each of the sources listed above. Here we look in some detail at three: 1) the Department of Labor's State Grant Program for career information systems; 2) CETA; and 3) User/Client Fees.

THE DEPARTMENT OF LABOR'S STATE GRANTS PROGRAM FOR CAREER INFORMATION SYSTEMS: As mentioned in Chapter V, the Department of Labor has provided support to a number of States to develop statewide career information systems. Their first support went to Oregon in the early 1970's to determine, on a pilot basis, if the concept of a statewide career information system would work. With Oregon's success at implementing the concept, eight additional states were funded in 1974. All were given four year, annually renegotiable grants with the federal portion of the support declining each year. Local funds -- either through user/client fees, cost-sharing by supporting agencies within the state, legislative appropriations or some combination -- were to annually increase to offset the declining federal support. In year five -- 1979-80 for most of the eight states -- they are to be totally supported by local and state funds.

The Division of Career Information Services (DCIS), which administers the DOL program, was to announce a "Request for Proposals" for another round of state grants sometime in late 1978 or early 1979. They expect to support 8 to 10 new states in the development of career information systems. Announcement of the grant program was to be sent to all Governors, the State EIC designee, State SOICC director and others who may have an interest in the program.

As of this writing, decisions on timeliness, funding amounts, and grant processes have not been finalized. However, this federal funding effort holds great promise as a source for financing the Network's information system. The key for Network developers is to have forged relationships with others in the State who will have an interest in the program including the SOICC, State Department of Education and Employment Service. Too, it will likely be necessary to see that the Governor knows the relevancy of a career information system to the mission of the EIC program and, hence, the Network. Only one proposal will be accepted from each state. The immediate task for the Network is to see that it is involved in framing that proposal and, if funded, in affecting the implementation of the State career information system.

For more information about the grant program, contact:

Dr. Gerard Smith, Director
Division of Career Information Services
Employment and Training Administration
Department of Labor
601 D Street, N.W.
Washington, D.C. 20213

CETA AS A FUNDING SOURCE: Of the many funding possibilities available for building the Network, the prospects offered by the various authorities of the Comprehensive Employment and Training act deserve special attention. Enacted in 1973, CETA annually pumps millions into every state to combat employment problems. Various CETA entitlements allow for job-creation, training, education and supportive services -- the latter of which include guidance, counseling and assessment.

Many goals of CETA parallel the objectives of a comprehensive Network of Educational Information and Advisement Services. The "bottom line" for CETA is getting people jobs. To attain that goal, most CETA agencies must perform outreach, provide information, counseling and assessment, and very often assist clients in entering an educational or training program that will enhance their employability.

Despite this appeal, CETA allocations are often politically motivated and application processes shrouded with red tape and uncertainties. And often reporting and monitoring requirements imposed on CETA program operators can be more trouble than they are worth.[3]

However, CETA's commonalities with the Network's mission make the various CETA appropriations logical alternatives for funding. They also suggest that local CETA agencies might well be involved as affiliates within the Network.

There are a number of specfic ways that CETA might be directly and indirectly involved. For example, a local CETA prime sponsor might sub-contract to a local Network affiliate to provide counseling and assessment services for all or a particular segment of its clients. An urban Talent Search program operating in the Network and serving disadvantaged youth could demonstrate that it is already partially meeting the needs of a defined CETA clientele. It might well negotiate with the local CETA Prime Sponsor to provide added services to its clients as part of a sub-contract from the the Prime Sponsor.

This kind of sub-contracting is a well-established practice by many Prime Sponsors for delivering services to clients. While many of those sub-contracts are made with educational institutions to perform training, CETA Prime Sponsors are also experienced in contracting with community-based organizations, like the Urban League. That experience may set a precedent for local Network service affiliates to tap CETA as a source for providing counseling, advisement, assessment and information services.

Whatever the case, local affiliates attempting to garner CETA funds would be wise to keep the following suggestions in mind when preparing a funding request to a local CETA Prime Sponsor:

- o CETA is a decentralized program, leaving it to local Prime Sponsors to develop service priorities. Careful research into the workings of CETA in the state and local area should precede efforts to tap CETA funds.

- o CETA is a manpower program whose principal objective is to get people jobs. Hence, projects to provide counseling and advisement and/or learning for CETA clients should have an end objective of getting people jobs.

- o Get to know the Prime Sponsors in your area. Find out who your Prime Sponsor's CETA planner is and get to know him/her. The planner is a key in program development within the local Prime and will be helpful in identifying local program priorities and in learning the processes by which local programs are contracted. The planner can also identify which CETA services are contracted and which may be provided in-house by the Prime Sponsor. Attempt to identify what kind of agencies and organizations are usually contracted with, and through it all, identify service "gaps" that might be filled by your institution. This learning process may also help you identify services that you might provide through subcontracting with organizations already contracting with the CETA Prime Sponsors.

- o Seek membership on the local Manpower and/or Youth Planning Councils. If all slots are filled, find out who is on the MPC and LPC and cultivate a relationship with one or more of the members.

- o Frame any program applications to serve a specific target population that is a high service priority of whichever CETA actor to whom you are applying.

- o Many Prime Sponsors commit available money for training and related service early in the fiscal year. As a result, ideas for special programs should be presented to Primes in the Spring or Summer for consideration for the ensuing fiscal year.

- o Stay abreast of special national programs through your Prime Sponsor or one or more of the manpower periodicals or newsletters. Often, short-term notice is given for competitive projects of high desirability. The key to participation is early identification and, generally, a close working relationship with Prime Sponsors.[4]

Other CETA appropriations beyond those for direct services to clients may also be used to help support the Network of Educational Information and Advisement Services. Titles II and VI of CETA subsidize public service employment programs which provide a staffing alternative for the Network. These funds are usually administered by the local CETA Prime Sponsor, again requiring that Network developers work closely with Prime Sponsors to identify their program priorities and time schedules for supporting new employment positions. In any case, Public Service Employment slots provide an excellent opportunity for adding staff at both the local and central level of the Network's service arms.

Beyond that, Governors of each state annually receive several formula-funded allocations to perform a variety of state-level services. One of the Governor's allocations -- Five Per Cent funds authorized under Title IV -- is to provide special programs for youth. One alternative for those funds specifically mentioned in the legislation is to provide occupational, educational and training information. That authority has been tapped by some states to finance implementation of a career information system and may provide the same or some other opportunity for other states in building a comprehensive Network.

Again, careful research into the workings of CETA in the state should precede efforts to tap CETA funds. In some states, Governor's special funds go begging while in others, competition for funds may be keen. Whatever the case, CETA pumps considerable money into every state annually and many of its intentions are similar to those of a comprehensive Network system, making some kind of relationship between the two logical if not imperative.

There are two publications that will be useful to Network developers in better understanding CETA and in developing approaches to seeking CETA funding support. They are:

- **CETA: The act, its Actors, and Some Roles for Education** by Paul Franklin. Soon to be published by The College Board, this paper takes a technical look at the CETA legislation and suggests strategies for seeking CETA funding. It also identifies several successful CETA-sponsored programs operated by post-secondary institutions, many of which could be modified and replicated within a statewide service Network.

- **A Guide to Seeking Funds from CETA.** Published by the Women's Bureau and Employment and Training Administration of the Department of Labor. Available from the Superintendent of Public Documents (Stock No. 029-016-00049-6), the Guide is a functional, "how-to" manual for seeking CETA funds. Its focus is on developing programs at the local level to be supported through contracts with Prime Sponsors.

USER/CLIENT FEES: Several efforts at charging fees for service as a way of achieving financial support have proven successful. Perhaps the most notable example is the fee assessed by statewide career information systems for use of their services.

Nearly all of the existing statewide career information systems attach some type of fee to be borne by the agencies, schools and institutions that use their system. Some states charge a flat fee to each user institution, which usually includes a "fair share" assessment for maintaining the information, within the system as well as for offsetting other associated costs. Others assess a fee based upon the number of users in any given user site.

Nearly all statewide systems have been able to meet at least some of their operating costs through user fees. For example, the Oregon Career Information System annually covers approximately 90% of its operating costs through fees assessed to user agencies based upon the anticipated number of users in each site. While most other states augment user fees with other sources, user fees are nonetheless viewed as a major revenue source.

Fees charged to user agencies are <u>not</u> passed on to clients. Rather, costs are considered a legitimate line item for necessary services the school or agency should be providing anyway. Despite that fact, a study conducted by the Oregon CIS suggests that individual clients would be willing to pay a fee for access to the system's information. In a test conducted at several shopping centers, Oregon CIS found that 64% of the respondents would be willing to pay $5.00 or more to use the system -- a figure sufficient to cover marginal operating costs.[5]

Hence, both agency and individual client fee assessments are possibilities for defraying on-going costs of operating a high quality information service within the Network. Not only have they proven possible but they have the advantage over free service provision of imparting a credibility to services that may be more difficult to develop if services are given away (e.g., If it is so good, why is it free?).

Beyond user fees, the Network can realize additional income by "selling" its information system to others outside the Network but with a need for good information. For example, correctional institutions, vocational rehabilitation services, CETA and other service agencies would be ideal markets for a high quality information service.

Further, local service affiliates may assess fees to clients for counseling, advisement and referral services. Several of the existing educational brokering services have successfully experimented with client fees. From their

experiences, they have concluded that clients will not or cannot pay enough to offset all operating expenses. But, they have been able to charge $10 to $20, variously described as a registration fee, contract fee, etc.

The Regional Learning Service (RLS) in Syracuse, New York has experimented with client fees and has concluded the following:

- o Reasonable fees can be charged for services, although they will not be sufficient to cover all costs.
- o Variable fees based upon income should not be used ". . . in order to avoid client relationships tainted by financial investigations, maniupulation and suspicion."
- o Fees for a specific service function or for a counseling session will discourage full use of a center's resources by clients.
- o Clients will pay more for instruction than they will for counseling.

As a result of the last conclusion, RLS has packaged counseling services into workshops and mini-courses. The same counseling and advisement services are provided that would be enabled through other group processes. But the guise of teaching afforded by the course structure seems to make payment more palatable to clients.[6]

A limiting factor, however, to client fees is that those who most need services often are the ones who can least afford them. Some strategy for fee waivers, or, at the least, reasonably set fees will likely help get around this problem.

CREATIVE APPROACHES TO STAFFING

There are a number of strategies for bringing staff to various levels of the Network with little or no out-of-pocket expense. While they may need be augmented by professional, full-time staff, clients and/or members of various organizations and constituencies can well provide much of the "person power" needed to fuel the Network's services.

In "brainstorming" potential sources for free or cheap yet useful staff support, the planners of this **Guide** came up with the following possibilities:

- o CETA Public Service Employees (Title II and VI of the Act)
- o Graduate Interns

- o Volunteers (including Retired Seniors Volunteer Program-RSVP)
- o Borrowed, "on loan" staff from various agencies and advocacy groups, such as libraries, handicapped groups, United Fund, etc.
- o College Work/Study Students
- o ACTION and VISTA
- o Assignment of other agency staff to the Network (e.g., Employment Service personnel to aid in testing and job placement, vocational educational board for guidance services, etc.)
- o Rotating internships with other service providers (e.g., CETA, TRIO Programs, etc.)

Resource List # 14: Sources for Funding Ideas

There are several good sources for suggestions and strategies for financing, in whole or in part, the Network of Educational Information and Advisement Services. The College Board's Future Directions for a Learning Society Project has developed the following publication specifically to aid planners of the statewide service Network.

Federal Programs Authorizing Educational and Occupational Services By Pamela Christoffel, Nancy Erhlich and Francis Macy, Feb., 1978

This paper identifies and explains various federal funding authorities that pertain to the provision of information, guidance and counseling, including whether they are administerd at the state or federal level.

It is available for a nominal fee from:

The Future Directions for a Learning Society Project
The College Board
888 Seventh Avenue
New York, New York 10019

Other sources that should be useful in identifying funding alternatives, include:

Toward Lifelong Learning in America: A Sourcebook for Planners By Richard F. Peterson, et. al., Educational Testing Service, 1947 Center Street, Berkeley, CA, 1978

The Sourcebook is not only useful in identifying funding sources but also for learning of other projects, clearinghouses, journals and councils involved

in the broad arena of lifelong learning. Its comprehensive listings of the above should make it a required reference book for those planning the state Network. The Sourcebook is soon to be published by Jossey-Bass and available for purchase.

Educational Brokering A New Service for Adult Learners
By James M. Heffernan, Francis H. Macy, Donn F. Vickers Syracuse, New York: National Center for Educational Brokering, 1976

This work has a chapter on funding community-based counseling and advisement services that is both complete and reflective of the successes and failures "brokering" agencies have encountered as they have sought financial viability. While the entire monograph is useful to Network planners, the funding chapter should be particularly helpful. Available for a nominal fee from the National Center for Educational Brokering, 405 Oak Street, Syracuse, New York.

The Catalog of Federal Domestic Assistance
Prepared by the Office of Management and Budget, the catalog is available through all Government Printing Offices. Public and university libraries probably have stack copies as well.

The Catalog provides a detailed description of all federal funding authorities.

CHAPTER IX

EVALUATING THE NETWORK'S EFFORTS

> Evaluation must be multi-dimensional, not simply nose-counting or 'cost per . . .' statements. Information and counseling services deal with multiple audiences, interests and agendas. Use of multiple criteria, qualitative indicators of performance, and subjective analyses all must be considered as we evaluate our many kinds of effects and outcomes.[1]

INTRODUCTION

Evaluation both as a process and an activity will be a key component of the Network of Educational Information and Advisement Services. It is an essential, on-going activity that is more important to the ultimate success of the Network than simply determing whether broad objectives are being met.

This chapter looks at some of the issues that States should consider in framing an evaluation plan. It is not a primer on performing evaluation, although evaluation literature is sometimes cited. Rather, the context and purposes of Network evaluation activities are discussed, followed by a look at some approaches to performing evaluation. Attention then turns to performance criteria -- what indicators best convey to the various audiences of evaluation findings the worth of the Network's services? Finally, a process for developing an evaluation plan is laid out.

EVALUATION: THE CONTEXT

Legislators, educational policymakers, heads of funding agencies, Network decisionmakers, staff, clients and community, business and industry leaders are among the various audiences who will be watching the Network take form and asking questions of it. All of these groups will have their own agendas -- posing very different questions to which the Network must respond. Educational policymakers, for example, may want to know if the Network's services induce higher institutional enrollments while, at the same time, legislators are asking about cost-effectiveness and other accountability questions. Clients may want to know about the satisfaction of others who have used the Network's services and how they viewed the effectiveness and personal warmth of Network staff.

These and other questions will be asked about the Network from its very inception. To be able to respond will require a well-planned, on-going evaluation program. Simply counting the numbers who have been served will not be enough to satisfy the diverse audiences who will look to evaluation for answers to their questions. Neither will collecting quantitative data about how often particular services were used by particular kinds of clients.

The variety of audiences with their equally varying agendas and the diversity of services and service providers that collectively compose the Network all argue for a differentiated approach to evaluation. Multi-form, multi-approach and multi-actor evaluation is, in the final analysis, the only way that evaluation can contribute successfully to the decision-making processes of the many audiences of the Network.

Assuredly, some of the data and indicators used to answer clients' questions, for example, will be useful to other audiences as well. But in many other instances, multiple criteria and varying approaches will need to be used to satisfy the evaluative demands placed on the Network.

On-going, informal assessments of client satisfaction with advisement services will have to be coupled with more structured assessment of the accuracy, relevancy and useability of the Network's information services. Some evaluation can be built into the day-to-day operation of the Network's service affiliates (e.g., head counting, client demographics, client satisfaction) while other issues will have to be addressed through more structured, periodic evaluations (e.g., cost-effectiveness, service impact, measurement of outcomes, etc.).

Whatever actual strategies are used, evaluation should aim at contributing to the on-going planning, implementation and operation of the Network's services. It must focus on responding to the questions of decision-makers -- those who fund the Network, operate it, staff it, and use its services. To meet the agendas of those audiences will require a combination of formal and informal, on-going and periodic, and internal and external evaluation processes.

APPROACHES TO EVALUATION

Just as the actual services that make up the Network will vary among states, so too will evaluation needs. Particularly in the beginning, some states may need to focus evaluation efforts on determining if, in fact, there is a need for a comprehensive service Network. Legislators and policy-makers may demand that kind of analysis before committing to a full-service Network.

In other states, the needs may be well-defined, commitments made and activity centered around developing and implementing information and advisement services. In that case, evaluation will need to address multiple audiences -- clients, program operators, Network planners, and program sponsors.

Whatever the case, evaluation activities need to focus on the identification, collection and analysis of information useful to different kinds and levels of decision-making that will have an on-going impact on the direction and scope of the statewide service Network. Affecting decision-making, not simply validating the worth of Network objectives, should be the primary focus of evaluation.

Figure 3 below, provides an overview of some of the types of decisions that will be encountered by the Network and, concomitantly, how evaluation must focus to aid the respective decision set.

FIGURE 3

Planning Decisions	**Operating Decisions**
Purpose: to determine objectives	*Purpose*: to judge attainments
Evaluation Focus: needs assessment; baseline data; comparing what is and what is desired	Evaluation Focus: program or project impacts and costs; judging performance relative to resource investment; comparing program merits
Structuring Decisions	**Implementing Decisions**
Purpose: to design procedures	*Purpose:* to utilize, control, refine procedures
Evaluation Focus: reviewing alternative resource allocation and arrangement patterns for implementing objectives; reviewing managerial structures; etc.	Evaluation Focus: provision of periodic feedback for program improvement and refinement

The decision sets illustrated above are not likely to be approached sequentially. Rather, planning decisions may be occurring simultaneously with operating decisions and so on, again arguing for a differentiated approach to evaluation.

Furthermore, some audiences will ask "Big Picture" questions -- what are the long-term economic payoffs to those who use the Network's services? Others will ask about more short-range effects -- What are the utilization rates of various services? How many people were placed in learning opportunities? In jobs? What services need be expanded? Which phased down or phased out? And so on. Still others will ask accountability questions -- Are services cost effective? Are there better approaches? Does the Network reduce duplication?

DEVELOPING PERFORMANCE CRITERIA AND INDICATORS

The key to successfully answering these and other questions is in establishing performance indicators and criteria that will convey the effects of the Network's services. Developing suitable performance indicators will be no easy task. As Heffernan, et al. (1976) note in describing the problems associated with evaluating educational brokering activities,

> Choosing performance indicators is the primary problem in data-collection. It is hard to attach any measurable index to brokering's multi-faceted activities. One cannot have performance criteria or effective evaluation based on fuzzy humanistic goals. Second, it is difficult to keep performance indicators up to date with changes in agency activities while at the same time maintaining on-going data bases with useful long term comparability. We need to develop client profiles and change over-time indicators if we are truly to demonstrate impacts, yet criteria for long term effects must be established well before the fact.[2]

These problems are not limited to evaluating brokering and advisement services. Effective evaluation of information services faces the same kinds of problems. It is one thing, for example, to identify indicators that will reveal whether clients liked the information they have received. It is quite another to attempt to measure whether or not clients actually used the information they received when making educational, occupational and/or personal decisions.

Like evaluation itself, the development of performance indicators is an ongoing task. They should be developed in extensive consultation with all parties who may serve or be served by the Network's services. A broad-based planning group, as argued for in Part One of this **Guide**, will provide a framework for that type of wide involvement. Additional input from the public may be sought through open forums or public meetings. Assistance may also be sought from appropriate professional organizations (e.g., counseling and guidance associations) and others with special expertise (e.g., information system specialists).

A list of some possible evaluation issues and some sample performance indicators is presented in Figure 4 on the following page. The list is intended to be suggestive only and, again, serves to emphasize the need for multiple-standards, multiple-criteria and multi-method evaluation.

FIGURE 4

EXAMPLES OF PERFORMANCE STANDARDS AND MEASURES

Issues	Indicators
A. Intrinsic Quality of Information Services	
1. *impartiality of information*	content review of information for potential bias; survey of information users asking if preferences were given to one educational or occupational option vs another.
2. *relevancy to needs of user groups*	survey of users to see if they say it is relevant; did they get the information they came for? Do they say it will make a difference in what they do next?
3. *designed to encourage development of inquiry skills of users*	content review to see if it includes information about how to seek out further information; survey of counselors and other staff to see if clients follow-up by asking questions, seeking assistance, etc.
4. *understandability*	at what reading level is it presented and does this match with audience ability?
5. *comparability of information (e.g., to encourage choice)*	is similar information available about all educational programs and occupations such that reasonable comparisons can be made?
6. *accurate*	what verification techniques do information developers use? sample select pieces of information and check sources for accuracy.
7. *comprehension*	do users say it is complete? within its stated scope, are there holes -- missing learning opportunities, colleges, programs, or career fields?

Issues	Indicators
B. Client Accessibility to Services	
1. geographically accessible	distance and travel time by public transportation on part of different populations; availability of assistance by phone.
2. affordable	cost to user, if any, is reasonable?
3. awareness of availability	are potential users made aware successfully of information and advisement service availability?
4. workload	ratio of potential user population to number of service personnel or total hours available for assistance is reasonable?
C. Duplication of Services	
1. elimination of unnecessary duplication of services and/or combining current services	extent of cooperation or coordination of services among agencies.
2. reduction of costs and maintenance or improvement of quality	cost and service quality and outreach resulting from networking or realigning current resources.
D. Impact of Information and Services	
1. service to all	how many of which groups are served by which services, how often?
2. costs	how much does it cost to develop and distribute information; to provide various services; short- and long-range costs; direct and indirect costs; what would the social and other costs be if information and advisement services were not provided?

Issues	Indicators
3. *user satisfaction with educational and occupational choices*	user surveys.
4. *user ability to function autonomously in developing and acting on educational goals*	pre- and post-testing served.

COMPONENTS OF AN EVALUATION PLAN

Once major evaluation issues are identified and performance indicators set, an evaluation plan can be developed. Evaluation literature indicates that any plan for evaluation should include the following basic components: See Figure 5 on the next page.

FIGURE 5

EVALUATION PLAN OUTLINE[3]

Step	Question
1. Objective/Issues	What questions are being asked?
2. Information Requirements	What information is needed to answer the questions?
3. Information Source	From whom can the necessary information be secured?
4. Instruments	What can be used to find the answer?
5. Design	Who will complete the instruments and what comparisons may be made?
6. Time Schedule	When will the information be be collected, analyzed and reported?
7. Analysis	What do we do with the data?
8. Report	Who needs to know what?

Planning evaluations in this manner should precede review of cost feasibility, timeframe and staffing needed to accomplish the tasks. Too often, money is set aside, time frames established and staff committed to evaluation before a plan is drawn up. The plan, then, is forced to conform to those decisions. Planners should first decide on the purposes of evaluation, who the target audiences are, what the priorities are, and how best to accomplish the tasks over a specified time frame. Developing a plan first will also help to reduce the likelihood of another common problem faced in evaluation: the determination to collect all sorts of data that, once collected and a plan developed, turns out to be useless.

Finally, planning must take into account how evaluation results are to be communicated: one massive report? several, short summary reports? meetings where results are shared? Or some other process? If evaluation findings are to prove useful to decision-makers, they must be communicated effectively. (There is enough evaluation data already sitting around that never gets used.) As has been said previously, effective evaluation must aid decisionmakers in on-going planning, implementation and review of the Statewide Network of Educational Information and Advisement Services.

FOOTNOTES

FOOTNOTES

CHAPTER I

1. James M. Heffernan, Francis U. Macy, and Donn F. Vickers, **Educational Brokering A New Service for Adult Learners** (Syracuse, New York: National Center for Educational Brokering, 1976), p. v.

2. K. Patricia Cross, "Adult Learners: A Data-Based Description", In R. E. Peterson's, et al., **Toward Lifelong Learning in America: A Sourcebook for Planners,** (Berkeley, CA: Educational Testing Service, 1978), pp. 6-7.

3. Bruce McKinlay and Paul L. Franklin, **Education Components for a Career Information System** (Eugune, Oregon: University of Oregon, 1975).

4. K. Patricia Cross, **The Missing Link: Connecting Adult Learners to Learning Resources** (New York, New York: The College Board, 1978), p. 44.

5. The complete statutory authorization for the Education Information Centers is Title IV, Part A, Subpart 5 of The Higher Education Act of 1965 as amended. The subpart was enacted by the 1976 Amendments (Public Law 94-482).

6. **Federal Register** (Office of Education, Department of Health, Education and Welfare, Part II, January 12, 1978), pp. 1895-97.

7. Ibid.

8. Ibid.

9. Ibid.

10. Cross, **The Missing Link : Connecting Adult Learners to Learning Resources** p. 17.

FOOTNOTES

CHAPTER II

1. "State EIC Plans", National Center for Educational Brokering **Bulletin**, Vol. 1, No. 4, (Summer 1977), p. 3.

2. William J. Hilton, Illinois State Scholarship Commission, From Notes for preparing this **Resource Guide**.

3. **Federal Register** (Office of Education, Department of Health, Education and Welfare, Part II, January 12, 1978).

FOOTNOTES

CHAPTER III

1. Cross, **The Missing Link: Connecting Adult Learners to Learning Resources**, p.15.

2. Commission on Non-Traditional Study, **Diversity by Design** (San Francisco, California: Jossey-Bass, Inc., 1973), p. xv.

3. Cross, **The Missing Link: Connecting Adult Learners to Learning Resources.**

4. This categorization of client needs was developed by current practitioners during a May 1978 Working Conference that was held to assist in the development of this **Resource Guide.**

5. Cross, **The Missing Link: Connecting Adult Learners to Learning Resources**, p. 15.

6. Heffernan, et al., **Educational Brokering A New Service for Adult Learners**, pp. 20-21.

7. Jean B. Kordalewski and Judith Alamprese-Johnson, **Impact of Services 1974-1977** (Syracuse, New York: Regional Learning Service of Central New York, 1977), p. 17.

8. Heffernan, et al., **Educational Brokering A New Service for Adult Learners** , p. 3.

FOOTNOTES

CHAPTER IV

1. William J. Hilton, Illinois State Scholarship Commission, From Notes for preparing this **Resource Guide**

2. Cross, **The Missing Link: Connecting Adult Learners to Learning Resources.**

3. Elaine El-Khawas, **Better Information for Student Choice Report of a National Task Force** (Washington, D.C.: American Association of Higher Education, 1978), p. 15.

4. "Free University Network News", June 1977, cited in National Center for Educational Brokering **Bulletin** , Vol. 2, No. 6 (October 1977), pp. 1-2.

5. El-Khawas, **Better Information for Student Choice Report of a National Task Force** p. 1.

FOOTNOTES

CHAPTER V

1. Jack A. Hamilton, et al., "The 'Bottom Line' in Postsecondary Student Consumer Protection: A Student Based Strategy", American Institute for Research (Paper presented at the Third National Forum on Education and Work, San Francisco, CA, 1977), p. 3.

2. El-Khawas, **Better Information for Student Choice Report of a National Task Force**, p. 19.

3. Bruce McKinlay, **Developing a Career Information System** (Eugene, Oregon: University of Oregon, 1975), p. 35.

4. Margaret Thal-Larsen, Stephen Laner, and Donald Mayall, **Requirements and Design of a Labor Market Information System for a Large Metropolitan Area** (Berkeley, CA: University of California, 1972).

5. Kinnick and Lenning, **The Information Needs of Prospective Students**, pp. 12-16.

6. United States Department of Labor, **Career Information Systems: Standards for Organziation and Development** (Washington, D.C.: Division of Career Information Services, Employment and Training Administration, 1977), pp. 14-19.

7. JoAnn Harris-Bowlsbey, "The Computer: Guidance Tool of the Future" **From Journal of Counseling Psychology,** XXI (1974), pp. 331-339.

FOOTNOTES

CHAPTER VI

1. Mary S. Carlson and Chip Berlet, **Options Handbook: Summary and Recommendations** with summary and recommendations by Kevin Bacon, Layton Olson and Seth Brunner (Washington, D.C.: National Student Educational Fund, 1976), p. 20.

2 Heffernan, et al., **Educational Brokering A New Service for Adult Learners.**

3. Ibid.

4. Ibid, p. 23.

5. Kordalewski, et al., **Impacts of Services 1974-1977**, p. 57.

FOOTNOTES

CHAPTER VII

1. Heffernan, et al., **Educational Brokering A New Service for Adult Learners,** p. 34.

2. **A Handbook for State Occupational Information Coordinating Committees** (Washington, D.C.: National Occupational Information Coordinating Committee, 1978), p. II-5.

3. Ibid.

4. William J. Hilton, Illinois State Scholarship Commission, From Notes for preparing this **Resource Guide.**

5. Ibid.

FOOTNOTES

CHAPTER VIII

1. William D. VanDusen, Donna M. Pokorny, and Ronald H. Miller, **Planning for a Statewide Educational Information and Center Network** (New York, New York: The College Board, 1978), p. 23.

2. Pamela Christoffel, Nancy Erhlich, Francis Macy, **Federal Programs Authorizing Educational and Occupational Information Services** (New York, New York: Future Directions for a Learning Society, The College Board, February, 1978).

3. Paul L. Franklin, **CETA: The Act, Its Actors, and Some Roles for The College Board and Education** (Harrisburg, Oregon: Harrisburg Associates, 1978), page 60. Soon to be published by The College Board.

4. Ibid.

5. Bruce McKinlay and Paul L. Franklin, **Education Components for a Career Information System,** (Eugene, Oregon: University of Oregon, 1975), p. 53.

6. Heffernan, et al., **Educational Brokering A New Service for Adult Learners**, p. 55.

FOOTNOTES

CHAPTER IX

1. James M. Heffernan, **Conference Report: Educational and Occupational Counseling and Information Systems for Adults** (Syracuse, New York: National Center for Educational Brokering, 1976), p. 23.

2. Heffernan, et al., **Educational Brokering A New Service for Adult Learners,** pp. 63-64.

3. Thomas R. Owens and Warren D. Evans, **Program Evaluation for Busy Administrators** (Portland, Oregon: Northwest Regional Educational Laboratory, 1977).

APPENDIX A-I RESOURCE LIST #15

REFERENCE MATERIALS RELATED TO CLIENT NEEDS ASSESSMENT

Arbeiter, Solomon A.; Aslanian, Carol B.; Schmerbeck, Frances A.; and Brickell, Henry M.
40 Million Americans in Career Transition: The Need for Information
New York City, New York: The College Board, 1978
Findings of a survey of the career transition needs of in-transition adults. Available from The College Board Publications for $4.50.

Booz, Allen, Public Administration Services, Inc.
Assessing Social Service Needs and Resources: Final Report
Washington, D.C., August, 15, 1973

Botsman, P.
Analysis of Continuing Education Interests and Needs of Blue Collar Factory Workers
Albany, New York: New York State Education Department, May, 1975

Bowers and Associates
A Guide to Needs Assessment in Community Education Programs
Reston, Virginia, January, 1976

Center for Social Research and Development, Denver Research Institute
Analysis and Synthesis of Needs Assessment Research in the Field of Human Services
Denver, Colorado: University of Denver, July, 1974

Coles, Wendy, et al.
A Method of Inventory for the Lifelong Education Activities Community
Michigan, September, 1976

The College Board
Barriers to Higher Education
New York City, New York: The College Board, 1971
A series of articles dealing with obstacles faced by low-income and minority populations in access to higher education. Available for $3.50 from The College Board Publications, Box 2815, Princeton, New Jersey 08541.

The College Board
Beyong Desegregation: Urgent Issues in the Education of Minorities
New York City, New York: The College Board, 1978
A collection of papers on issues in minority education, including counseling. Available for $6.00 from The College Board Publications.

Correa, J.M.
Regional Needs and Resources for Postsecondary Education: A Report of the Northern Region Postsecondary Education Group
Potsdam, New York: Associated Colleges of the St. Lawrence Valley, 1976

Cotton, Claire; Nolfi, George; Nelson, Valerie; Eaglin, Fulton; and Miller, Mildred
Clienteles for an Open University in Massachusetts
Cambridge, Massachusetts: University Consultants, Inc., 1974
Available from University Consultants, 45 Hancock St., Cambridge, Mass. 02139.

Cross, K. Patricia
"Adult Learners: A Data-Based Description"
In R.E. Peterson, et al., **Toward Lifelong Learning in America: A Sourcebook for Planners.**
Berkeley, CA: Educational Testing Service, 1978
Second edition to be available from ETS, 1947 Center Street, Berkeley, California 94704.

Cross, K. Patricia
"A Critical Review of State and National Studies of the Needs and Interests of Adult Learners,"
In Charles Stalford (Ed.), **Adult Learning Needs and Future Demand for Lifelong Learning.**
Washington: National Institute of Education, 1978
Available free from National Center for Educational Brokering, 405 Oak Street, Syracuse, New York

Cross, K. Patricia
The Missing Link: Connecting Adult Learners to Learning Resources
New York City, New York: The College Board, 1978
Synthesizes the results and recommendations of state surveys of adult learner needs and other research on adult, self-planned learning efforts. Available from The College Board Publications for $4.50.

Cross, K. Patricia, and Zusman, Am
The Needs of Non-Traditional Learners and the Responses of Non-Traditional Programs
Berkeley, California: Center for Research and Development in Higher Education, University of California-Berkeley, 1977

Department of Health and Rehabilitation Services
Statewide Systematic Needs Assessment Project: Community Resident Survey
Florida: State of Florida Office of Evaluation Program Planning and Development, 1976

Division of Extension and University Services
The C.I.C. Study of the Non-Traditional Student
Iowa City, Iowa, 1973

Florida Commission on Educational Outreach and Services
Report on the Florida Commission on Educational Outreach and Service (Access to Knowledge), VOL. I)
Tallahassee, Florida: Author, 1976.

Florida Commission on Educational Outreach and Services, Compiled by J.N. Robbins
Educational Outreach and Non-Traditional Programs in Post-Secondary Education: Part Two — Recommendations from Selected Literature (Access to Knowledge) VOL. III B)
Tallahassee, Florida: Author, 1976

Florida Department of Rehabilitative Services
Annotated Bibliography of Needs Assessment
Florida: Division of Planning and Evaluation Bureau of Research and Evaluation, 1975

Hochschild, S., and Johnson, J.
Vermont Adult Aspiration Study - Part II
Montpelier, Vermont: Vermont State College, 1974

Hoyt, D.
Appraisal of Interest in Continuing Education Opportunities Among Kansas Adults
Kansas: Kansas State University, 1975

Hunter, W.J.
The Non-Traditional Community College Project — Survey of Post-Secondary Youth and Adult Learning
St. Louis, MO: The Junior College District of St. Louis, 1974

Illinois Board of Higher Education
Adult Education Interest Survey
Illinois, March 1973

Kimmel, Wayne A.
Needs Assessment: A Critical Perspective
Washington, D.C.: Office of Program Systems, Office of the Assistant Secretary for Planning and Evaluation, Dept. of Health, Education and Welfare, December, 1977

Kinnick, Mary
Information for Prospective Students About Postsecondary Education: A Partial Assessment of Need
Boulder, Colorado: Ph.D. thesis, University of Colorado, 1975

Kinnick, Mary
Survey of Postsecondary Education Information Needs of Prospective Students
Portland, Oregon: Office of Planning and Institutional Research, Portland State University, 1975

Kinnick, Mary, and Lenning, Oscar T.
The Information Needs of Prospective Students 1978
An analysis of student information needs as determined by the Better Information for Student Choice Task Force, and a description of methods for assessing student needs that can be used by postsecondary institutions developing their own better information programs.

Kordalewski, Jean, and Alamprese-Johnson, Judy
RLS: Impacts of Services, 1974-1977
Syracuse, New York: Regional Learning Service, 1977

Kovenock, D.
The Demand for Adult Education in Maine
Oreno, Maine: University of Maine, April, 1978

League of California Cities
Handbook: Assessing Human Needs
Sacramento, CA: League of California Cities, August, 1975

Lenning, Oscar
Guidebook for Colleges and Universities on Presenting Information to Prospective Students
Boulder, Colorado: National Center for Higher Education Management Systems, 1978
Aimed at institutions, the guidebook, proved a readable source on the characteristics of good information.

Minnesota State Planning Agency
Needs Assessment: A Guide for Human Service Agencies
St. Paul, MN: Minnesota State Planning Agency, January, 1977

New York State Education Department
New York State Continuing Education Needs Assessment (Report No. 1: Statewide Analysis)
Albany, New York: State Department of Education, 1974

Nurnberger, R.G.
A Profile of Need: A Study of Postsecondary Education Needs in Northeastern New York State
Albany, New York: College of General Studies, State University of New York at Albany, 1974

O'Keefe, M.
The Adult, Education and Public Policy
Cambridge, Massachusetts: Aspen Institute for Humanistic Studies, 1977

Paltridge, J.G., and Regan, Marny
Mid-Career Changes: Overview of the Project and Summary Report of the Community Case Studies
University of California, February, 1978

Peterson, R.E., and Hefferlin, J.B.
Postsecondary Alternatives to Meet the Educational Needs of California's Adults (FINAL REPORT)
Sacramento, CA: Postsecondary Alternatives Study, California Legislature, 1975
Available free from National Center for Educational Brokering, 405 Oak Street, Syracuse, New York

Peterson, R.; Roelfs, P.; Fisher, D.; Gaff, S.; Grabske, H.; Hefferlin, J.B.; and McDonald, T.
Community Needs for Postsecondary Alternatives
Sacramento, CA: Postsecondary Alternatives Study, September, 1975

Project Share
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Rockville, MD August, 1976

Reardon, Francis J.; Garber, Elizabeth, M.; and Flautz, John
The View of Agents and Consumers: Needs of the Lifelong Learner
Pennsylvania Department of Education, 1977

Robison, K. and Herdendorf, P.S.
Final Report on the Survey of Public Demand/Need for Post-Secondary Continuing Education for Adults (Lifelong Learning Programs) in Western New York
Buffalo, New York: Project Impact, the Western New York Postsecondary Continuing Education Study, 1976

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Participation in Recurrent Education: Problems Relating to the Undereducated and Underprivileged
Stockholm, Sweden: Stockholm Institute of Education, 1977

Shapek, Raymond A.
"Problems and Deficiencies in the Needs Assessment Process" From **Public Administration Review**
December 1975

Sosdian, Carol
External Degrees: Program and Student Characteristics
Washington, D.C.: United States Department of Health, Education and Welfare, March, 1978
Available from NIE, Room 601, 1200 19th St., N.W. Wash., D.C. 20208

Sosdian, Carol, and Sharp, L.
The External Degree as a Credential: Graduates' Experiences in Employment and Further Study
Washington, D.C.: United States Department of Health, Education and Welfare, April, 1978
Available from NIE, Room 601, 1200 19th St., N.W. Washington, D.C. 20208

Stuit, Dewey
The Non-Traditional Student in Colleges of Liberal Arts, CIC Universities
Iowa City, Iowa: University of Iowa, June, 1977

Varenais, Kristina
Needs Assessment: An Exploratory Critique
Washington, D.C.: Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education and Welfare, May, 1977
Available from Superintendent of Public Documents.

Warheit, George J.; Bell, Roger A.; and Schwab, John J.
Planning for Change: Needs Assessment Approaches
Rockville, Maryland: Department of Health, Education and Welfare
Alcohol, Drug Abuse and Mental Health Administration
Available from Superintendent of Public Documents.

APPENDIX A-II RESOURCE LIST #16

GENERAL RESOURCE MATERIAL

Publications and research on lifelong learning and non-traditional education are useful contextual source materials for identifying learner needs and prospective services. The following is an incomplete list of useful source materials relevant to planning all levels of the Network.

Arbeiter, Solomon
Career Transitions: The Demand for Counseling (2 VOLS.)
New York City, New York: The College Board, 1977
Available from The College Board Publications, Box 2815, Princeton, New Jersey 08540

Bear, John
College Degrees by Mail: A Comprehensive Guide to Alternative Degree Programs
Mendocino, CA: Rafton and Bear Publishers, Inc., 1977
An extensive list of non-traditional undergraduate and graduate programs in most fields of study.

Bell, Daniel
The Coming of the Post Industrial Society
New York: Basic Books, 1973

Bennis, Warren
"Toward a Learning Society: A Basic Challenge to Higher Education"
A paper prepared for the Lifelong Learning Project, 1977.

Best, F., and Stern, B.
Lifetime Distribution of Education, Work, and Leisure: Research, Speculation, and Policy Implications of Changing Life Patterns
Washington, D.C.: Institute for Higher Education, 1976
Available from PECA for $1.00, Postsecondary Education Convening Authority (PECA), 1001 Connecticut Avenue, N.W., Washington, D.C. 20036

Boaz, Ruth
"Management Bulletin on Participation in Adult Education: 1975"
Washington, D.C,: National Center for Education Statistics, U.S. Department of Health, Education, and Welfare.

Bowen, Frank; Edelstein, Stewart; and Medsker, Leland
The Identification of Decisionmakers Concerned with Non-Traditional Degree Programs and an Analysis of Their Information Needs
Berkeley, CA: Center for Research and Development in Higher Education, University of California-Berkeley, 1977
Available from National Institute of Education, 19th and M Streets, Washington, D.C. 20036.

Brammer, L.M.
The Helping Relationship: Process and Skills
Englewood Cliffs, New Jersey: Prentice Hall, 1973

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"A Synthesis of Selected Manuscripts about the Education of Adults in the United States", in **Lifelong Learning in the Nation's Third Century**
Washington, D.C.: U.S. Department of Health, Education and Welfare, 1977
Available from Superintendent of Public Documents, Stock #017-080-01621-4

Bush, J.; Nolfi, G.; and Nelson, V.
Employer-Based Education and Training Opportunities in Massachusetts
Cambridge, Mass.: University Consultants, Inc.

California Postsecondary Education Commission
"Adult Education/Lifelong Learning"
From **Planning for Postsecondary Education in California: A Five-Year Plan Update**
California, 1978

California Postsecondary Education Commission
Educational Information Services Planning Handbook
Denver, Colorado Conference Report, 1978
Available from National Center for Educational Brokering, 405 Oak Street, Syracuse, New York.

Carnegie Commision on Higher Education
"A Chance to Learn: An Action Agenda for Equal Opportunity in Higher Education"
From **A Digest of Reports of the Carnegie Commission on Higher Education**
New York, New York: McGraw-Hill Book Company, 1974

Carnegie Commission on Higher Education
Less Time, More Options
New York, New York: McGraw-Hill Book Company, 1971

Carnegie Commission on Higher Education
"New Students and New Places: Policies for the Future Growth and Development of American Higher Education"
From **A Digest of Reports of the Carnegie Commission on Higher Education**
New York, New York: McGraw-Hill Book Company, 1974

Carp, A.; Peterson, R.E.' and Roelfs, P.J.
"Adult Learning Interests and Experiences"
From K.P. Cross, J. Valley and Associates (eds.) **Planning Non-Traditional Programs**
San Francisco: Jossey-Bass, 1974

Center for Multidisciplinary Exercises (COMEX), drafted by Frederick L. Goodman
"A Plan for Conducting Experiments to Determine People's Preferences"
A paper developed for the Lifelong Learning Project, 1977.

Charters, Dr. Alexander
The International Handbook of Resources for Educators of Adults
Syracuse, New York: Publications in Continuing Education, Syracuse University School of Education
Provides references and annotations on print and non-print materials on a yearly subscription basis to help educators gain easy access to information and keep them up-to-date regarding developments in lifelong, adult and continuing education.

Childers, Thomas
The Information Poor in America
Scarecrow Press, 1975

Chistoffel, Pamela
"Current Federal Programs for Lifelong Learning: A $14 Billion Effort"
A paper prepared for the Project on Financing Learning Opportunities for Adults in the New York State Education Department's Study of Adult Education and the Education Department of the University of Chicago, 1977(b). Available from The College Board Publications, Box 2815, Princeton, New Jersey 08541.

Clearinghouse for Community Based Free Standing Education Institutions
Task Force Report Drafted by Chris Zachariadis
Washington, D.C. 1977

The College Board
Lifelong Learning During Adulthood: An Agenda for Research
New York City, New York: The College Board, 1978
A review of Research gaps in lifelong learning with funding sources from The College Board's Future Directions for a Learning Society Project. Available for $4.50 from The College Board Publications.

The College Board
Who Pays? Who Benefits?
New York City, New York: The College Board, 1974
A Report of a National Invitational Conference on the Independent Student. Available for $3.00 from The College Board Publications, content looks at issues surrounding financial support for the education of independent students.

Comly, Lucy T.
"Community-Based Educational and Career Information Services for the Adult Public"
Albany, New York: New York State Education Department, January 1975

Commission on Non-Traditional Study
Diversity by Design
San Francisco: Jossey-Bass, 1974

Committee on the Financing of Higher Education for Adult Students
Financing Part-Time Students: The New Majority in Post-Secondary Education
Washington, D.C.: American Council on Education, 1974

Commonwealth Task Force on the Open University
Preliminary Report of the Commonwealth Task Force on the Open University
Wellesley, Mass.: Commonwealth Task Force on the Open University, 1974

Continuing Education/Community Services Task Force for Lifelong Learning
Master Planning for Postsecondary Education in Utah (Draft)
Salt Lake City, Utah: Utah Board of Regents, 1976

Coolican, P.M.
An Addendum to the 1974 Paper: Self-Planned Learning: Implications for the Future of Adult Education
Syracuse, New York: Educational Policy Research Center, Syracuse University Research Corporation, 1975

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Berkeley, CA: Educational Testing Service, 1978

Postsecondary Education Convening Authority (PECA)
Higher/Wider Education: A Report on Open Learning
This 32-page booklet is a primer on non-traditional education, describing innovations like external degree, contract learning, and credit for experimental learning. Available from PECA, 1001 Connecticut Avenue, N.W., Suite 310, Washington, D.C. 20036

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Report of the PECA Task Force on Lifelong Learning
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Available from PECA for $3.00

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Available from NIE, Room 601, 1200 19th St., N.W., Wash., D.C. 20208

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APPENDIX A-III RESOURCE LIST #17

LIFELONG LEARNING PROJECT PAPERS

The following papers were developed for the Lifelong Learning Project as authorized by the Education Amendments of 1976. They were intended as reference documents for the project and most currently are not available. However, consideration is being given to making them available to the public. For more information, contact: Office of the Assistant Secretary of Education, 200 Independence Avenue, S.W., Washington, D.C. 20201.

Baldwin, Fred D.
"Lifelong Learning and Public Policy"
An analysis of the problems of basing public policy around a societal goal open to so many interpretations as "lifelong learning".

Barton, Paul E.
"Lifelong Learning: Starting Young"
The place of lifelong learning in the transition period from schooling to work for youth aged 16 to 21.

Bennis, Warren
"Toward a Learning Society: A Basic Challenge to Higher Education"
Critical perspective on the role of higher education in lifelong learning.

Clark, Richard E.
"An Approach to Research on Learning Opportunities for Adults"
Offers a plan for ganerating research questions that will yield information that is useful to providers and planners of adult learning opportunities. Facet analaysis is used to expand on the general question: What factors encourage or deter adult participation in and benefiting from adult learning opportunities?

Center for Multidisciplinary Exercise (COMEX), drafted by Frederick L. Goodman, University of Michigan
"A Plan for Conducting Experiments to Determine People's Preferences"
A method for conducting experiments to develop and refine local priorities in lifelong learning.

Entine, Alan D.
"Lifelong Learning in the Transitional Years"
A focus on the middle-aged and older adult aged 45 to 70.

Ferber, Daniel
"Minnesota and the Lifelong Learning Society"
Describes the Minnesota experience in lifelong learning.

Florio, Carol
"Education and Work Training Programs for Older Persons"
Criteria, highlights, and case studies of learning programs that work.

Green, Thomas F.; Ericson, David; and Siedman, Robert H.
"Lifelong Learning and the Educational System: Expansion or Reform?"
Assessment of the conditions under which the promotion of lifelong learning is likely to change the existing system, by modifying the existing system, or take on aspects of programs already within the existing system.

Grotelueschen, Arden and Knox, Alan P.
"Non-Occupational Lifelong Learning"
A broad look at current and possible future roles for adults in the family, as citizens and during leisure time, and the implications of these roles for adult use of the total learning system.

Johnsen, Richard W.
"Lifelong Learning: State Policies and State/Federal Relationships, Priorities, Issues and Alternatives."
Analysis of financial issues in state lifelong learning programs.

Kurland, Norman D. and Windham, Douglas
"Financing Learning Opportunities for Adults"
Examination of current lifelong learning financing methods and resources and the development of financial alternatives which would improve on these methods and make better use of these resources. Published in the **School Review**, May 1978, prepared for the Project on Financing Learning Opportunities for Adults - A Joint Project of the New York State Education Department's Study of Adult Education and the Education Department of the University of Chicago, with support from the National Institute of Education and the Ford Foundation. Includes the following papers:
Barton, Paul E., **"Lifelong Learning: Getting Started"**
Levin, Henry M., **"Financing Higher Education and Social Equity: Implications for Lifelong Learning"**
Christoffel, Pamela H., **"Current Federal Programs for Lifelong Learning, A $14 Billion Effort"**

Jonsen, Richard W., **"Lifelong Learning: State Policies"**
Griffith, William S., **"Education Needs: Definition, Assessment, and Utilization"**
Steiger, JoAnn M., and Barbara Kimball. **"Financial Aid for Lifelong Learning: The Special Case of Women"**
Wagner, Alan P., **"Financing Post-Secondary Learning Opportunities Through Existing Federal Student Aid Programs"**
Leslie, Larry, **"Tax Allowances for Non-Traditional Students"**
Stern, Barry E., **"A Proposal for High School Entitlements"**
Michaelson, Jacob B., **"Financing Lifelong Learning: The Case Against Institutional Grants"**
Arbeiter, Solomon, **"Review Essay: Evaluating Vouchers in WIN"**
Bridge, R. Garry, **"Information Imperfections: The Achilles Heel of Entitlement Plans"**
Kurland, Norman D., **"Financial Learning Opportunities for Adults Policy Implications"**
Windham, Douglas M., **"On Theory and Policy in Financing Lifelong Learning"**

Copies of **School Review** issue may be ordered from: Journals Department University of Chicago Press, 5801 South Ellis Avenue, Chicago, Illinois 60637. Price: $4.00. Make check payable to **School Review**

Levine, Herbert A., and Fried, Morris L.
"Labor's Role in Lifelong Learning"
Assessment of the role unions think should be played by government, management, educational institutions, and individual workers in lifelong learning.

Lewis, Robert
"Linking Lifelong Learners with Educational Resources"
The crucial role of recruitment, information, and counseling in reaching the undereducated adult.

MacKenzie, John R.
"The Supply of Lifelong Learning for Workers"
Assessment of current supply of learning opportunities for workers.

McCan, Robert
"Lifelong Learning: A Community Perspective for Blue Collar Workers"
Assessment of the role of "community" in lowering barriers against learning for workers.

Mills, Ted

"Quality of Work Life, Lifelong Learning, and Education"

Assessment of the relationship between an improved quality of worklife and access to lifelong learning of workers.

Moody, Harry

"Perspectives on the Later Years"

A focus on the adult aged 70 and over.

Nolfi, George, J.

"A National Agenda: Priorities for Lifelong Learning Research, Development, Demonstration and Evaluation"

Summary of major recommendations made in state studies.

Nolfi, George J.

"Lifelong Learning Marketplace"

Overview of current lifelong learning activities in the private sector.

Parks, P.

"The Schooled-Out Population: A New Form of Social Inquiry?"

Dealing with the imbalance between those who are well-educated and involved in lifelong learning and those who are not.

Peat, Marwick, Mitchell and Company

"A Study of the Supply of Adult Learning Opportunities"

Funded by the Office of the Assistant Secretary for Planning and Evaluation. Developed some factors relating to a theory of supply of adult learning opportunities in local communities.

Powell, Susan A.

"State Policy and Lifelong Learning: A Critical Reassessment"

Analysis of issues in state policymaking.

Schuller, Tom

"Lifelong Learning: Foreign Experience"

The experience of other nations in identifying and dealing with problems associated with developing national policy and programs for lifelong learning.

Sell, G. Roger, and Segal, JoAn S.

"A Methodology for Describing Federal Programs that Support Adult Learning Opportunities"

Development of a descriptive model which could serve as a basis for coordination of federal lifelong learning programs.

Smilansky, Moshe
"The Family and Lifelong Learning"
Ways in which to capitalize on the strength of the family setting for lifelong learning. Supported by the National Institute of Education.

Smith, Gregory, and the National Manpower Institute Staff
"Lifelong Learning and Urban Disadvantaged Youth"
The relevance of lifelong learning to a special population.

Snow, William A.
"A Management Perspective on Lifelong Learning"
Assessment of the role management thinks should be played by government, unions, educational institutions, and individual workers in lifelong learning.

Solinger, Janet, and Alin, Michael C.
"Cultural Resources as Part of the Community Lifelong Learning System"
How can museums, libraries, zoos, and other cultural agencies in the community provide services that meet learning needs?

Wirtz, Williard
"Lifelong Learning and Living"
The youth condition in the context of lifelong learning's reach and prospect.

APPENDIX A-IV RESOURCE LIST #18

NEWSLETTERS, BULLETINS AND PERIODICALS

AARP News Bulletin

American Association of Retired Persons
215 Long Beach Boulevard
Long Beach, California 90801

Monthly tabloid featuring articles of interest to senior citizens, including reports on AARP - sponsored or recognized projects, as well as "personality profiles" and consumer tips.

Price: $3.00/year (Cost of individual membership in AARP)
Approx. 8 pp.

Acquainter

Council for Interinstitutional Leadership
P.O. Box 6293
University, AL 35486

Appearing 10 to 12 times a year and described as "an international newsletter for voluntary cooperation in postsecondary education", the Acquainter is devoted to consortium development and news.

Price: $10.00/year Approx. 6 pp.

ACTivity

American College Testing Program
Publications Office
P.O. Box 168
Iowa City, IA 52240

Issued four times during the academic year, this tabloid is devoted to ACT projects, conferences and sponsored events, including non-traditional studies, counseling, testing.

Price: Free Approx. 88 pp.

Administrators Swap Shop

National Association for Public Continuing and Adult Education
1201 16th Street, N.W.
Washington, D.C. 20036

Published six times each year, this newsletter includes articles and practical suggestions for administrators of continuing education programs.

Price: $8.00/year Approx. 4 pp.

Adult and Continuing Education Today
Today News Service
National News Service
National Press Building
Washington, D.C. 20045
Bi-weekly bulletin surveying current issues, legislation, conferences and new items, speiced with the comments of its compiler.
Price: $32.00/year Approx. 4 pp.

Adult Education Clearinghouse
Department of Adult Continuing Education
Montclair State College
Upper Montclair, New Jersey 07043
Monthly newsletter containing conference announcements, descriptions of new projects, legislation updates, and some excerpts from current literature and research.
Price: $9.00/year Approx. 12 pp.

Adult Literacy and Basic Education: International Journal for Basic Adult Education
Adult Literacy and Basic Education
203 Petrie Hall
Auburn University
Auburn, Al 36830
A quarterly journal dedicated to the sharing of research, opinions, news, and practice among the international body of practitioners and theorists working with adult literacy and basic education.
Price: $2.50/issue, $8.00/year Approx. 40 pp.

AEA Dateline
Adult Education Association
810 18th Street, N.W.
Washington, D.C. 20006
Monthly newsletter which briefly highlights conferences, projects, special programs, grants, and pending legislation in adult education.
Price: Free Approx. 4 pp.

AICS Compass
Association of Independent Colleges and Schools
1730 M Street, N.W., Suite 401
Washington, D.C. 20035
Monthly magazine designed to provide "a service to business educators and the administrators of business schools."
Price: $.75/issue, $9.00/year Approx. 16 pp.

Carnegie Quarterly
Carnegie Corporation of New York
437 Madison Avenue
New York, New York 10022
Quarterly newsletter featuring profiles of Carnegie-funded projects. Also has regular sections describing recent grants and Carnegie publications.
Price: Free Approx. 8 pp.

Catching Up on Aging
Center for Gerontological Studies
CUNY Graduate School and University Center
33 West 42 Street
New York, New York 10036
Monthly issues report on activities of the Center as well as conferences, legislation, and noteworthy programs.
Price: Free Approx. 12 pp.

CBFSEI Newsletter
Clearinghouse for Community-Based Free-Standing Educational Institutions
1239 G Street, N.W.
Washington, D.C. 20005
Quarterly magazine providing information about Clearinghouse projects and news significant to community-based educational ventures. Free to members.
Price: $10.00/year to non-members Approx. 10 pp.

The College Board News
The College Board Publications
Box 2815
Princeton, New Jersey 08541
Published several times per year, The News report national activities of The College Board.
Price: Free

The College Board Review
The College Board Publications
Box 2815
Princeton, New Jersey 08541
Available quarterly.
Price: $8.00/year

Commission on Higher Education Letter
Middle State Association of Colleges and Schools
3624 Market Street
Philadelphia, PA 19104
Issued three times a year to announce accreditation changes, conferences, and studies supported by "Middle States."
Price: Free Approx. 4 pp.

Community and Junior College Journal
American Association of Community and Junior Colleges
Publisher Services
621 Duke Street
Alexandria, VA 22314

Published eight times a year; contains articles of particular interest to those involved in community college education. Regularly includes profiles of administrators, an employment service, and "news notes" on programs and grants.

Price: $8.00/year Approx. 50 pp.

Cooperation
American Association of Community and Junior Colleges
One Dupont Circle, N.W.
Washington, D.C. 20036

Published monthly by the Association's Service Center for Community College-Labor Union Cooperation, this newsletter notes successful programs, publications, and studies relevant to work-education programs.

Price: Free Approx. 4 pp.

CREA Newsletter
Clearinghouse - Resources for Educators of Adults
School of Education
224 Huntington Hall
Syracuse University
Syracuse, New York 13210

Monthly bulletin from the New York State-funded Clearinghouse "designed to be useful to all educators of adults by providing easy access to materials that are specifically selected for professional development." Of particular interest to New York educators who may borrow without charge the materials reviewed.

Price: Free Approx. 4 pp.

Journal of Non-Traditional Studies
Editor W.A. McCallum
Umberger Hall
Kansas State University
Manhattan, Kansas 66506

A new semi-annual journal of research, development and ideas exchange regarding non-traditional, lifelong, experimental, and continuing education. Contains 9-12 articles, reviews, news and letters columns.

Price: $6.95/year

National Center for Educational Brokering 1978 Directory
National Center for Educational Brokering
405 Oak Street
Syracuse, New York 13203

Lists over 200 programs in 41 states which are involved in educational brokering, including independent, consortium-based, library-based, women's center and federal/state-supported agencies. Includes name of current director, project address, telephone number.
Price: $2.00

Office of Educational Credit Newsletter
OEC Newsletter
c/o ACE
One Dupont Circle
Washington, D.C. 20036

Published three times yearly by the American Council on Education. Discusses developments regarding GED, CLEP, articulation-transfer, and courses, non-collegiate instruction and extra-institutional learning programs. Includes specific information by states regarding programs available - business, military, industry - and recommendations for credit valuations.

APPENDIX A-V RESOURCE LIST #19

ASSOCIATIONS

The following associations are interested in lifelong learning and may have information or provide services useful to planning and implementing the Network:

American Association for Higher Education (AAHE)
Suite 780
1 Dupont Circle
Washington, D.C. 20036

American Personnel and Guidance Association (APGA)
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Clearinghouse Adell
Professor John Niemi
Northern Illinois University
The Clearinghouse coordinates existing information in adult and manpower education in order to provide easy access to practitioners and the public.

Clearinghouse for Resources for Education of Adults (CREA)
Donald P. Holmwood
Program Director, CREA
Huntington Hall
Syracuse University
Syracuse, New York 13210
Monthly newsletter lists resources available and serves as reference and updating guide to publication in the adult education arena.

National Vocational Guidance Association (NVGA)
Suite 780
1 Dupont Circle
Washington, D.C. 20038

National Center for Educational Brokering
405 Oak Street
Syracuse, New York 13203

APPENDIX B RESOURCE LIST #20

STATE PLANNING DESIGNEES FOR EDUCATION INFORMATION CENTERS

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
U.S. OFFICE OF EDUCATION

Bureau of Higher and Continuing Education

EDUCATIONAL INFORMATION CENTERS PROGRAM

STATE	DESIGNATED AGENCY	DESIGNATED OFFICIAL
Alabama	Alabama Commission on Higher Education Suite 221 One Court Square	Dr. John F. Porter, Jr. Executive Director Alabama Commission on Higher Education (205) 832-6555
Alaska	Commission on Postsecondary Education Pouch F State Office building Juneau, Alaska 99801	Ms. Jane Byers Maynard Alaska Commission on Postsecondary Education (907) 465-2855
American Samoa	(no response as of 5-31-78)	
Arizona	Arizona Commission for Postsecondary Education 1650 West Alameda Drive Suite 115 Tempe, Arizona 85282	Dr. Robert Erbschloe Executive Director Arizona Commission for Postsecondary Education (602) 271-3109
Arkansas	Arkansas Department of Higher Education of Higher Education 1301 West Seventh Street Little Rock, Arkansas 72201	Dr. Olin Cook Director Department of Higher Education (501) 371-1441
California	California Postsecondary Education Education Commission 1020 12th St. Sacramento, California 95814	Dr. Patrick Callan Executive Director California Postsecondary Education Commission (916) 445-1000
Colorado	Colorado State 1202 Commission Room 210 1515 Lincoln St. Denver, Colorado 80203	Dr. Lee R. Kerschner Colorado State 1202 Commission (303) 839-2723

Connecticut	Board of Higher Education 340 Capitol Avenue P.O. Box 1320 Hartford, Connecticut 06101	Dr. Michael D. Usdan Commissioner of Higher Education (203) 566-3912
Delaware	Postsecondary Education Commission Suite 703 800 Delaware Avenue Wilmington, Delaware 19801	Dr. John F. Corrozi Executive Director Postsecondary Education Commission (302) 571-3240
District of Columbia	University of the District of Columbia Van Ness Campus 4200 Connecticut Aveneu, N.W. Washington, D.C. 20005	Dr. Samuel M. Tully Associate Vice President Tutional Advancement (202) 282-7431
Florida	Department of Education The Capitol Tallahassee, Florida 32304	Mr. Cecil Goldon Associate Deputy Commissioner of Management (904) 488-6539
Georgia	(will not be participating)	
Guam	(no response as of 5-31-78)	
Hawaii	University of Hawaii 2444 Dole Street Honolulu, Hawaii 96822	Dr. Durwood Long Vice President (808) 948-7486
Idaho	(will not be participating)	
Illinois	Illinois State Scholarship Commission 102 Wilmot Road Deerfield, Illinois 60015	Mr. William J. Hilton Administrative Director Office of Information Services (312) 793-3745
Indiana	Indiana Commission for Higher Education 143 West Market Street Indianapolis, Indiana 46204	Dr. George B. Weathersby Commissioner Indiana Commission for Higher Education (317) 633-6474
Iowa	Iowa Coordinating Council on Post-High school Education	Dr. Robert Barak Board of Regents Grimes Building Des Moines, Iowa 50319 (515) 281-3934
Kansas	(no response as of 5-31-78)	

Kentucky	Kentucky Council on Higher Education U.S. 127 South Frankfort, Kentucky 40601	Dr. Harry M. Snyder Executive Director Council on Higher Education (502) 564-3553
Louisiana	Louisiana Board of Regents Suite 1530 One American Place Baton Rouge, Louisiana 70825	Dr. William Arceneaux Commissioner of Higher Education (504) 389-5206
Maine	State Department of Educational and Cultural Services State Education Building Augusta, Maine 04330	Dr. H. Sawin Millett, Jr. Commissioner State Department of Educational and Cultural Services (207) 289-2321
Maryland	Maryland State Board for Higher Education 16 Francis Street Annapolis, Maryland 21401	Dr. Sheldon H. Knorr Commissioner Maryland State Board for Higher Education (301) 269-2971
Massachusetts	Massachusetts Postsecondary Education Commission Room 611 Mccormack Office Building Boston, Massachusetts 02108	Dr. Joan B. Pinck Assistant Secretary Office of Secretary of Educational Affairs (617) 727-8225
Michigan	Department of Education Lansing, Michigan 48909	Dr. John W. Porter Superintendent of Public Instruction Michigan Department of Education (517) 373-3354
Minnesota	Minnesota Higher Education Coordinating Board Suite 400 Capitol Square Building 550 Cedar Street St. Paul, Minnesota 55101	Dr. Clyde R. Ingle Executive Director Minnesota Higher Education Coordinating Board (612) 296-9665
Mississippi	Board of Trustees State Institutions of Higher Learning P.O. Box 2336 Jackson, Mississippi 39205	Dr. E. E. Thrash Executive Director Board of Trustees (601) 982-6611
Missouri	(not participating this year)	

Montana	Commission on Federal Higher Education Programs 33 South Last Chance Gulch Helena, Montana 59601	Dr. Lawrence K. Pettit Commissioner of Higher Education Board of Regents of Higher Education (406) 449-3024
Nebraska	Nebraska Coordinating Commission for Postsecondary Education 301 Centennial Mall South P.O. Box 95004 Lincoln, Nebraska 68509	Dr. William Fuller Director Nebraska Coordinating Commission for Postsecondary Education (402) 471-2847
Nevada	(no response as of 5-31-78)	
New Hampshire	Postsecondary Education Commission 66 South Street Concord, New Hampshire 03301	Dr. James A. Busselle Executive Director Postsecondary Education Commission (603) 271-8770
New Jersey	State Department of Higher Education 225 West State Street Trenton, New Jersey 08625	Dr. Haskell Rhett Assistant Chancellor Department of Higher Education (609) 292-8770
New Mexico	Board of Educational Finance Legislative-Executive Building Room 201 Santa Fe, New Mexico 87503	Dr. Robert A. Huff Executive Secretary Board of Educational Finance (505) 827-2118
New York	New York State Educational Department Adult Learning Albany, New York 12334	Dr. Norman D. Kurland Coordinator Adult Learning Services (518) 474-5972
North Carolina	The University of North Carolina P.O. Box 2686 Chapel Hill, North Carolina 27514	Dr. William Friday President The University of North Carolina (919) 933-6981
North Dakota	North Dakota Postsecondary Education c/o Board of Higher Education 10th Floor, State Capitol Bismark, North Dakota 58505	Dr. Richard Davison Executive Director Postsecondary Education Commission (701) 224-2960

Northern Mariana Islands	Northern Marianas Department of Education Saipan, Northern Mariana Islands 96950	Mr. Herman T. Guerro Student Services Officer Northern Marianas Department of Education
Ohio	Ohio Board of Regents 36th Floor Suite 770 Columbus, Ohio 43215	Dr. James A. Norton Chancellor Board of Regents (614) 466-6000
Oklahoma	Oklahoma State Regents for Higher Education 500 Education Building State Capitol Complex Oklahoma City, Oklahoma 73105	Dr. E.T. Dunlap Chancellor State Regents for Higher Education (405) 521-2444 (ext. 73)
Oregon	Oregon Educational Coordinating Commission 495 State Street Salem, Oregon 97310	Dr. T.K. Olson Executive Director Oregon Educational Coordinating Commission (503) 378-3921
Pennsylvania	Pennsylvania Department of Education Education Building Room 317 Harrisburg, Pennsylvania 17126	Mrs. Caryl Kline Secretary of Education Pennsylvania Department of Education (717) 783-3117
Puerto Rico	Department of Education Hata Rey, Puerto Rico 00919	Dr. Carlos E. Chardon Secretary of Education Department of Education (809) 764-1100
Rhode Island	Postsecondary Education Commission Department of Education 199 Promenade Street Providence, Rhode Island 02908	Dr. Thomas C. Schmidt Commissioner of Education Department of Education (401) 277-2685
South Carolina	South Carolina Employment Security Commission P.O. Box 995 Columbia, South Carolina 29202	Mr. Robert E. David Executive Director South Carolina Employment (803) 758-2686
South Dakota	Board of Regents Office Building #3 Pierre, South Dakota 57501	Dr. Gordon Foster Associate Commissioner of Higher Education Board of Regents Office (605) 733-3455
Tennessee	Tennessee Higher Education Commission 501 Union Building Suite 300 Nashville, Tennessee 37219	Dr. G. Wayne Brown Executive Director Tennessee Higher Education Commission (615) 741-3605

Texas	Coordinating Board Texas College and University System P.O. Box 12788 Capitol Station Austin, Texas 78711	Dr. Kenneth H. Ashworth Commissioner of Higher Education Coordinating Board (512) 475-4361
Trust Territory of the Pacific Island	(will not be participating)	
Utah	State Board of Regents 807 East South Temple Suite 204 Salt Lake City, Utah 84102	Dr. T.H. Bell Commissioner of Higher Education State Board of Regents (801) 533-5617
Vermont	Vermont Student Assistance Corporation 5 Burlington Square Burlington, Vermont 05401	Mr. Ronald Iverson Executive Director Vermont Student Assistance Corporation (802) 658-4530
Virgin Islands	(no response as of 5-31-78)	
Virginia	State Council of Higher Education for Virginia 700 Fidelity Building 9th and Main Richmond, Virginia 23219	Dr. Gordon K. Davies Director State Council of Higher Education (804) 786-3051
Washington	Council for Postsecondary Education 908 East 5th Street Olympia, Washington 98504	Dr. William Chance Executive Coordinator Council for Postsecondary Education (206) 753-1130
West Virginia	West Virginia Board of Regents 950 Kanawha Boulevard, East Charleston, West Virginia 25301	Dr. John F. Thralls Director of Student Services West Virginia Board of Regents (304) 348-0111
Wisconsin	Wisconsin Higher Educational Aids Board 150 East Gillman St. Madison, Wisconsin 57302	Mr. James A. Jung Executive Secretary Wisconsin HEAB (414) 224-4413
Wyoming	University of Wyoming P.O. Box 3195 University Station Laramie, Wyoming 82071	Dr. Leonard J. Baumgarten Director of Placement University of Wyoming (307) 766-2398

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